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ABSTRACT

The National Core French Study had the objectives of defining and developing four syllabuses and assessing their applicability in Core French classes in Canadian elementary and secondary schools. The communicative/experiential syllabus reported on here reflects real-life language use needs. The first chapter is introductory. The second elaborates on the principle that an individual in interaction with his or her environment develops a store of experiences, some of which are communicative in nature. Chapter three reviews and synthesizes research on non-analytic teaching and experiential learning. The fourth chapter outlines proposed syllabus objectives. Each global objective is coordinated with two general objectives (one for each dimension of the syllabus, one experiential and one communicative), and terminal and intermediate objectives are listed for each of the two dimensions. Possible themes for curriculum content are presented in chapter five, scope and sequence are specified in chapter six, and teaching approaches are discussed in the seventh chapter. Chapter eight discusses the need for new testing procedures for communicative/experiential learning, for evaluation of both skill and content learning. The contributions of the four syllabuses to an integrated multidimensional curriculum are examined in chapter nine, and some issues in professional development are discussed in the final chapter. A 45-item bibliography is included. (MSE)

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NATIONAL
CORE FRENCH
STUDY

THE COMMUNICATIVE / EXPERIENTIAL SYLLABUS

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NATIONAL
CORE FRENCH
STUDY

THE COMMUNICATIVE / EXPERIENTIAL SYLLABUS

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This Report
is respectfully dedicated
to the memory
of H.H. (David) Stern,
the soul of this study.

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LE SYLLABUS COMMUNICATIF/ EXPÉRIENTIEL EN BREF

En 1983, Stern exprimait de sérieux doutes sur la pertinence d'un enseignement de langue seconde axé essentiellement sur un contenu linguistique. Il traçait alors les grandes lignes d'un programme d'études « multi-dimensionnel », non limité au seul aspect de la langue. Un tel programme devait comporter, toujours selon Stern, quatre sous-programmes ou syllabi dénommés respectivement langue, culture, activités communicatives et éducation langagière générale. La présente discussion concerne le troisième de ces syllabi.

Pertinence d'un syllabus communicatif/expérientiel

Bien que Stern ait désigné ce syllabus du nom de communicatif, les membres du comité y ont, à l'usage, substitué l'expression syllabus communicatif/expérientiel. La polysémie du terme « communicatif », imputable en grande partie à la popularité de la célèbre approche, allongeait démesurément les discussions. Par ailleurs, l'adjonction du vocable expérientiel à celui de communicatif traduisait davantage l'idée dominante de ce syllabus, qui était

d'offrir aux apprenants un contexte où ils pourraient aborder la langue de manière non analytique.

L'idée d'inclure des activités communicatives/expérientielles ou non analytiques dans un cours de langue n'a rien en soi de révolutionnaire. La plupart des enseignants ont tenté de telles expériences avec leurs élèves en créant des situations de communication réelles en classe (expériences scientifiques, activités d'éducation physique) ou à l'extérieur (camps français, sports) et en facilitant le contact avec le monde francophone (échanges linguistiques, visites organisées, correspondance). Tous reconnaissent depuis longtemps l'heureuse influence de ce type d'activité sur la motivation des élèves et le développement de leur compétence langagière.

La proposition de Stern est originale en ce qu'elle suggère l'établissement d'un « syllabus » communicatif/expérientiel, c'est-à-dire d'un ensemble cohérent de contenus visant le développement de la compétence langagière. Elle remet alors en cause la pertinence d'offrir aux apprenants un nombre variable d'activités disparates, sans lien les unes avec les autres, et offre la possibilité de systématiser l'apprentissage non analytique, d'en assurer la réalisation à tous les niveaux scolaires, et d'en articuler la progression d'un niveau à l'autre. On peut déjà voir comment un tel syllabus, en harmonie avec les trois autres du curriculum multidimensionnel, enrichirait substantiellement l'apprentissage de la langue seconde.

Nature du syllabus

Le syllabus communicatif/expérientiel offre à l'apprenant l'occasion de participer à un contexte de vie réelle où l'emploi de la langue constitue l'une des conditions pour un apprentissage effectif de la langue seconde.

Parmi les conditions d'acquisition de l'expérience langagière dans la vie réelle, on trouve notamment :

a) de nombreux locuteurs,

b) une grande variété de situations de communication,

c) une utilisation de la langue pour communiquer des messages réels,

d) une implication réelle et personnelle de chaque locuteur.

Si ces conditions permettent l'acquisition de l'expérience langagière en milieu naturel, comment les transposer dans la classe pour permettre l'acquisition ou l'enrichissement de l'expérience communicative? Il va sans dire que de telles conditions ne sont pas transposables intégralement dans la classe, mais il est possible, à l'aide d'activités, d'en arriver à une certaine forme de transposition. Ainsi le syllabus communicatif/expérientiel propose, par le

biais d'activités pédagogiques, un contexte d'apprentissage qui respecte le plus grand nombre des conditions relevant de la vie réelle.

Comment en maximiser l'impact

Pour profiter au maximum de ces conditions et pallier les carences d'un milieu n'offrant guère la richesse du monde réel, le syllabus mise sur un apprentissage expérientiel de la langue. C'est pourquoi les contenus proposés se définissent à partir de domaines d'expérience de l'apprenant[1] alors que la pédagogie s'articule autour d'une volonté de permettre à ce dernier d'enrichir ses acquis expérientiels (connaissances, comportements et attitudes) et sa compétence en langue seconde. Les objectifs du syllabus communicatif/expérientiel se présentent alors sous deux formes complémentaires : objectifs expérientiels et objectifs communicatifs.

L'enseignant désireux de mettre en pratique les prescriptions de ce syllabus peut, auprès d'apprenants âgés de 12 à 14 ans, développer, par exemple, une unité d'enseignement autour du thème de la consommation. Ce thème, reflet d'un domaine d'expérience des jeunes de cet âge, pourrait s'articuler autour de documents authentiques (publicité orale et écrite, article sur les droits et responsabilités d'un consommateur, etc.) et amener l'apprenant à développer de nouvelles connaissances, à modifier ses comportements et ses attitudes de consommateur et de communicateur en langue seconde, à enrichir son expérience de vie.

Un tel apprentissage s'avère significatif pour l'apprenant; il lui offre de plus l'occasion de s'engager personnellement dans son apprentissage, de prendre certaines initiatives et d'évaluer ses acquis. Il permet alors de maximiser l'impact des conditions décrites plus haut.

Voies d'accès à l'expérience langagière

L'enrichissement de l'expérience langagière de l'apprenant se déroule grâce à un certain nombre de processus dont trois constituent les axes fondamentaux du syllabus communicatif/expérientiel : la compréhension, la production et la négociation.

1. La compréhension a trait à l'effort que déploie l'individu pour évaluer certains messages à la lumière de ses propres besoins. C'est le processus que met en branle l'apprenant qui, par exemple, désireux d'acheter une paire de skis, compare deux ou trois annonces avant d'arrêter son choix.

2. La production a trait à l'effort que déploie l'individu pour agir sur son environnement. C'est le processus que privilégie l'apprenant qui, par exemple, veut vendre quelque chose par la

voie d'une annonce classée ou d'un message à la télévision communautaire. Il mesure la portée de chaque mot pour influencer son auditoire.

3. La négociation a trait au jeu constant d'interaction et d'ajustement mutuel de deux pensées. C'est le processus qui domine, par exemple, lorsque deux amis ne sont pas du même avis lors d'un achat dans un magasin.

Les activités de communication proposées par le syllabus mettent l'accent tantôt sur un processus, tantôt sur un autre. Chacun offre à l'apprenant une façon différente de s'exposer à la langue et de développer ses compétences communicatives.

La démarche pédagogique

La démarche pédagogique que nous proposons dans le syllabus communicatif/expérientiel se déroule en trois temps.

Dans un premier temps, l'enseignant propose à l'apprenant une série d'activités qui ont pour but de l'amener à prendre conscience de ses acquis expérientiels (connaissances, attitudes, comportements par rapport à un domaine d'expérience donné). Toute cette information est également très précieuse pour l'enseignant car c'est sur ces données qu'il devra travailler dans le reste de l'unité, une démarche communicative/expérientielle construisant progressivement, d'activité en activité, sur les acquis des élèves.

Dans « *Initiation au voyage* » (Duplantie *et al.* :1986), par exemple, toutes les activités de cette première partie sont élaborées de manière à ce que l'élève décrive ses habitudes de voyage et porte un premier jugement sur les facteurs qui contribuent à l'échec ou au succès de celui-ci. Un questionnaire/sondage l'amène à se poser des questions du genre : Préfère-t-il voyager seul, en famille, avec des amis? En général, voyage-t-il en autobus, en train, en auto, en stop? Comment découvre-t-il un lieu étranger? en métro, en autobus, à pied? Comment se prépare-t-il à faire un voyage? il consulte des gens, des organismes, il lit des dépliants?

En comparant ses réponses à celles des autres dans la classe et en mettant en commun l'ensemble des réponses des élèves, chacun est amené à tirer ses propres conclusions sur son « profil de voyageur », et sur son degré de connaissance des moyens mis à sa disposition pour planifier un voyage.

Dans un deuxième temps, l'apprenant est amené à vivre une série d'activités et à accomplir un certain nombre de tâches qui invariablement le conduiront à approfondir ses connaissances sur le sujet donné (le voyage) et à développer son habileté à communiquer.

Dans « *Initiation au voyage* », cette deuxième partie est la plus longue de l'unité. Elle en constitue le « cœur ». Ici, l'élève est mis en contact avec une variété de documents écrits et

oraux (brochures, dépliants, annonces, messages enregistrés, etc.); il est témoin de diverses expériences de voyage vécues par différentes personnes (reportages, lettres, cartes postales, entrevues, etc.); il est amené à évaluer des sources d'information, à les comparer entre elles : bref, l'élève est conduit pas à pas à « vivre » la planification d'un voyage.

L'exemple suivant veut illustrer un type d'activités que l'on retrouve dans cette partie. Dans son livre, l'élève a une série de brochures touristiques sur Montréal. Il doit repérer dans ces dernières les renseignements qui lui seront utiles afin de proposer à son équipe (4 ou 5 élèves), une série de lieux à visiter et d'activités à faire en une journée à Montréal. La tâche consiste ici à ce que l'équipe en arrive à un consensus sur la planification de cette journée.

La pédagogie proposée ici prend appui sur l'expérience que l'élève a de la lecture de ce type de texte dans sa langue, et elle lui fournit le cadre nécessaire à l'accomplissement de la tâche : l'élève sait pourquoi il doit lire ces documents; il sait quoi chercher dans ces documents et il sait que la réussite de la tâche dépend en partie de lui. Comme on peut le voir, l'élève est beaucoup plus centré sur la tâche à accomplir que sur l'apprentissage de la langue.

Pour ce qui est du développement de l'expérience langagière, on observe qu'ici l'élève est amené à lire différents textes pour en comprendre des renseignements qui lui seront utiles (compréhension); à présenter à son équipe les résultats de sa recherche (production); et à négocier avec les autres membres de son équipe pour en arriver à un consensus (négociation).

Dans un troisième temps, l'élève effectue un retour sur les activités de départ (celles faites à la première phase de l'unité), évalue le chemin parcouru, identifie les endroits où il considère qu'il y a eu approfondissement de ses connaissances et discute de l'importance d'adopter de nouveaux comportements et attitudes face au champ d'expérience qu'il vient de traiter.

Dans « *Initiation au voyage* », par exemple, l'élève revient au questionnaire auquel il a répondu à la première étape et réévalue ses réponses à la lumière de ce qu'il vient de vivre. Pour conclure l'unité et lui permettre de réinvestir ses nouveaux acquis, on lui demande de se joindre à un groupe de 4 ou 5 élèves, de planifier en tant que groupe une sortie de classe et de la présenter à l'ensemble des élèves. La classe choisit ensuite la sortie qui l'intéresse le plus.

Remarques conclusives

Pour terminer, rappelons que dans une démarche communicative/expérientielle,

- l'apprenant participe à des activités de communication réelles;
- ses communications portent sur des domaines d'expérience appropriés à son âge et correspondant à son développement intellectuel, social et affectif;

- les domaines d'expérience s'enrichissent de nouvelles connaissances, de nouveaux comportements, de nouvelles attitudes;
- l'expérience langagière pour chacun de ces domaines s'enrichit du même coup.

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Chapter 1
INTRODUCTION

General considerations

In the early 80's, Stern expressed serious misgivings about the value of developing language courses from a purely linguistic base. He claimed that the learning environment provided by such courses inevitably leads to low levels of communicative ability and contributes little to a learner's general education. He believed, however, that this situation could be corrected if the curriculum were developed around a few well-chosen and fully-integrated perspectives. Thus, he proposed the development of a multidimensional curriculum containing four syllabuses, each contributing in its own way to the enrichment of the second language learning environment. These syllabuses are language, culture, general language education and communicative activities.

The authors of this report share Stern's eagerness to provide learners with a richer, more educationally-sound learning environment. They seek to shed some light on the nature of Stern's communicative activities syllabus and its impact on the teaching/learning situation.

Although the emphasis is on a single syllabus, the report does present, in section 8, a discussion of the relationship between that syllabus and the other three.

From communicative activities to communicative experiences

Although Stern (1983) refers to a communicative activities syllabus, the authors prefer communicative/experiential. Communicative is overused and has, by virtue of its association with the now famous approach, taken on a plethora of contradictory meanings (ex., the teaching of functions and notions, the emphasis on oral communication, authentic communication situations). Stern's use of the term creates confusion and makes it difficult to come to terms with a syllabus that, in his own words, is experiential, non-analytic and participatory. Communicative/experiential (C/E), on the other hand, more clearly reflects Stern's desire to provide learners with a chance to participate in authentic communication situations and helps eliminate the aforementioned ambiguities.

Although somewhat new to second language education[2], the concept of experiential learning has been an integral part of general education for decades. Rogers (1969), one of its staunchest proponents, describes it in the following terms:

> Let me define a bit more precisely the elements which are involved in such significant or experiential learning. It has a quality of personal involvement - the whole person in both his feeling and cognitive aspects being in the learning event. It is self-initiated. Even when the impetus or stimulus comes from the outside, the sense of discovery, of reaching out, of grasping and comprehending, comes from within. It is pervasive. It makes a difference in the behavior, the attitudes, perhaps even the personality of the learner. It is evaluated by the learner. He knows whether it is meeting his need, whether it leads toward what he wants to know, whether it illuminates the dark area of ignorance he is experiencing. The locus of evaluation, we might say, resides definitely in the learner. Its essence is meaning. When such learning takes place, the element of meaning to the learner is built into the whole experience. (p. 5)

This description provides an accurate, albeit incomplete, picture of the learning activities to include in a communicative/experiential syllabus.

One must be wary, too, of confusing C/E activities with those proposed by the promoters of experiential learning. The C/E syllabus seeks to create an environment where the second language is not only a means for communication but a pre-condition for learning. In such an environment, all learning activities need to be structured around communicative tasks. The emphasis, in the communicative syllabus, is on communicative experiences rather than on experiences of a more general kind.

Development of a C/E syllabus

Stern's vision of a non-analytic syllabus and Rogers' pronouncements on the nature of experiential learning provided a basis for determining principles on which to base a C/E syllabus. It should be noted, though, that it was necessary for the authors to develop their own views of language learning to determine specifics in terms of content and objectives and to draw on practical classroom experience for specifics on how learning might be developed. No satisfactory theoretical models, with direct application to the development of a C/E syllabus, were available. Thus, the present syllabus document does not constitute an integral application of any explicit theory and the ideas presented are tied to the writings of Stern and Rogers in only a very general way.

Chapter 2

THE COMMUNICATIVE/ EXPERIENTIAL SYLLABUS: FUNDAMENTAL PRINCIPLE

The C/E syllabus is developed from an empirically observed fact that an individual in interaction with his environment develops a store of experiences, a number of which are communicative in nature. To clarify this principle, one needs to explore, on the one hand, the relationship between the individual and the environment and, on the other, the nature of the resulting experiences.

The individual and the environment

In the context of C/E learning, *the individual* is seen as an open system in constant interaction with the environment. We will define this system as one which includes several diverse elements whose interaction results from a desire to maintain a state of balance.

This systemic conception of learning is very much in keeping with Piaget's (1973) views on the nature of human intelligence which he describes in the context of a model of biological adaptation.

"L'intelligence est un système ouvert qui s'étend dans le milieu ambiant pour saisir des connaissances, mais qui tend aussi à refermer ses structures afin d'intégrer en lui-même des éléments d'organisation déjà présents." (p. 122)

It is important to note, however, that the terms *open* and *closed*, as they are defined in this document, do not fully reflect Piaget's thinking.

The system, here, is said to be open in that potential interaction between the individual and the environment is neither predictable nor pre-determined. In a closed system, such as a traditional computer program, the interactions between the elements are predefined and rigid; in an open system, the elements are not predefined and are constantly changing. The individual is, therefore, expected to develop in terms of what is at hand and must deal with a variety of unknowns.

The environment, referred to here, is the context in which an individual finds himself. It involves several different dimensions (physical, psychological, social), one or more of which can dominate any given interaction. The environment makes its own demands on the individual who, as co-interactant, either resists or accepts to be affected or modified by it. Whatever the result, it is clear that the individual and the environment are in constant interaction.

Interaction designates a dynamic process that results from contact between the individual and the environment. In contact situations, the individual, who sometimes acts and is sometimes acted upon by the environment, oscillates between two poles. The process gives rise to certain situations of conflict, particularly when there is a gap between the impulses (in terms of needs and desires) of the individual and the demands imposed by the environment. Such a gap upsets the state of balance referred to above and thus necessitates some sort of adaptive behavior on behalf of one or other of the parties involved. The adaptive behavior continues until some form of balance is re-established. This constant movement between balance and imbalance, in combination with adaptive behavior, constitutes interaction which leads to experience and learning.

Experience and its components

Experience is what an individual acquires as the result of repeated interactions with the environment. Experience offers the individual a view of reality and a means of evaluating the extent to which he can act upon that environment and be acted upon by it. As for communicative experience, it can be described as a sub-set of general experience, the product of interactions involving language use.

Past experience, regardless of its nature, exerts considerable influence on the individual and the manner in which he interacts with his environment. The patterns of behavior, for ex-

ample, that have developed as a result of an individual's past experience are unconsciously re-applied to situations involving new interactions with the environment.

Experience involves a number of components, namely knowledge, attitudes, and behavior patterns. Knowledge, as a component of experience, relates to the individual's self-knowledge, his familiarity with a given situation. Behavior patterns relate to the manner in which the individual acts in that situation (e.g. An individual could, for example, adopt a mode of behavior that reflects his desire to accept or reject certain demands of the environment.) Attitudes relate to the individual's disposition, that which colors his behavior (e.g. aggressiveness).

The individual's inability to act on his environment in desired ways creates the conditions for new knowledge, behaviors or attitudes to develop. Thus, with each new interaction there is the potential for enrichment of an individual's experience.

Figure 1 provides an illustration of how the interaction between the individual and the environment enriches experience.

From interaction to communicative experience

Having established the nature of general and communicative experience, we will now see how communicative experience is acquired. The following aspects will be examined: the individual, the environment, and the interaction between the two.

The individual

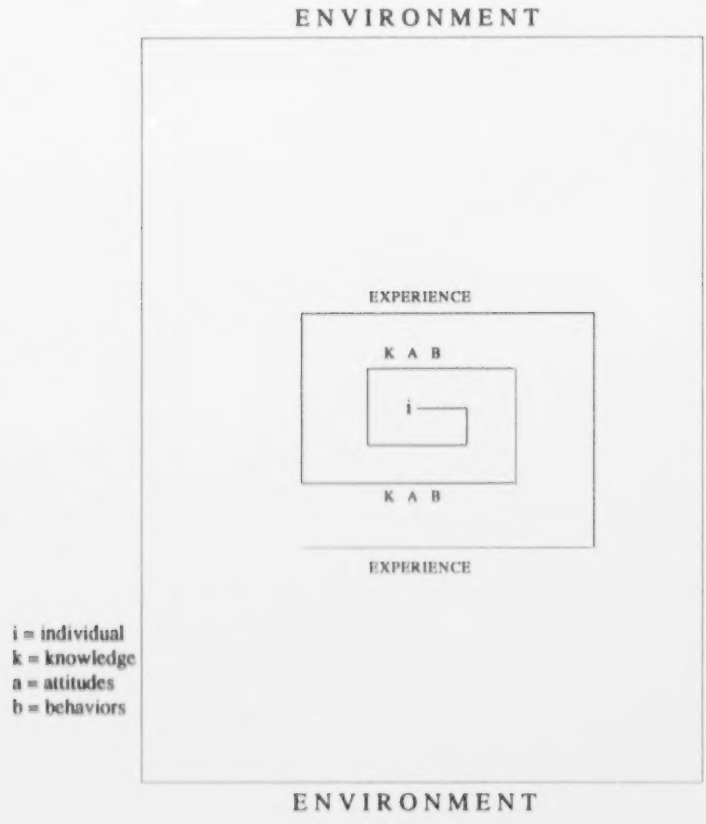
The individual has been defined as an open system in interaction with the environment. This constant interaction between the individual and the environment leads to experience. But when the interactions involve language, they also lead to communicative experience which provides a basis for language acquisition.

Furthermore, because the individual is involved in interactions which are often neither predictable nor pre-determined, he is automatically involved in creative problem-solving.

The environment

We have defined the environment as the context or milieu in which the individual finds himself. If that environment leads to communicative experience, it's because it offers the

FIGURE 1



The interaction of the individual with his environment leads to experience which includes knowledge, attitudes and behaviors. Each new experience serves to enrich the previous experiences.

individual a chance to come into direct or indirect contact with other individuals in a variety of communicative situations. Thus, an environment that offers contact with a variety of people in different communication situations is essential to language development.

Interaction between the individual and the environment

All interactions the individual is likely to experience with his environment are related either to personal survival (primal or animal experiences) or to life within society (social experiences). Each interaction involving language provides the basis for enriching the individual's general and communicative experience.

Experience, as stated above, includes three components: knowledge, behaviors, and attitudes. Knowledge is related to a number of spheres such as self-knowledge, knowledge of one's environment and knowledge of how one interacts with one's environment. The knowledge that one develops as part of communicative experience might, for example, relate to how one is expected to greet a stranger (e.g. which language forms to use). Once acquired, such knowledge influences what is said in similar situations in the future.

Behaviors, in turn, concern patterns of acceptance or refusal of the rules of a given society. An individual could, on the level of language, manifest acceptance or refusal of a rule (ex., an angry conference participant could reject the rules of proper behavior and interrupt a keynote speaker who is addressing the general assembly).

Attitudes have a considerable impact on behavior. An individual will display a certain attitude towards events in his life which will then be reflected in his various patterns of behavior. This attitude will also be reflected in the language that accompanies such behavior (e.g. choice of words, tone of voice).

Acquisition of experience in the classroom

Now that we have examined how general and communicative experience result from the interaction of an individual with his environment, it seems appropriate to apply this to the second language classroom.

The individual as an open system in interaction with his environment is now the learner who will interact with the various components of the classroom environment. Contact between

the learner and that environment will give rise to new experiences which will in turn enrich the learner's general and communicative experience.

The success of such an endeavor depends on a number of processes of which three are fundamental to the C/E syllabus: comprehension, production, and negotiation.

Comprehension

Comprehension regards the process that one completes when evaluating oral or written input received from the environment. This input can take such forms as opinions, facts, reasonings, requests, etc. Whatever the case, the participant examines this input in terms of his needs and desires of the moment.

Since the individual hopes to extract useful information from a given oral or written text, he will use that need or desire as a gauge for determining the value of the informational content of that text. As a first step, he might use past experience with similar texts to determine whether or not a given text will be of some use to him. If he considers that it has some value, the individual will, then, search for information that can be applied to the satisfaction of his need or desire. This complex process involves many skills which can be developed through guided exposure to a variety of oral and written texts.

Production

Oral and written production is the product of an individual's attempts to act on a given environment without, at least for the moment, being acted upon. A young girl who wants to participate in an exchange with some students in another school might prepare a tape in which she introduces herself. Because she is interested in finding a compatible partner, she will describe herself in such a way as to attract the attention of someone with the same interests and a similar personality.

The distinctive characteristics of the relationship between the individual and that environment are:

* the power of speech is, during the entire process of production, held exclusively by the producer of the messages,

* the producer of the messages tries to act on the environment in order to satisfy some need or desire,

* the producer of the messages tries to anticipate and direct the likely reaction of the receiver of the messages to achieve his goals,

* the receiver of the messages is incapable of entering into the process either because he is

unavailable or is simply not expected to intervene (e.g. an individual listening to a voice over the intercom).

Negotiation

Negotiation is the product of oral interaction between the learner and his environment and always includes, in a complementary manner, the processes of comprehension and production. Prabhu (1987) defines negotiation as "a sequence of exchanges connecting one point to another on a given line of thought and adjustable at any point as it occurs" (p. 23). Such adjustment can take place in the case of a fact, an opinion, an argument, a call to action, etc. Negotiation becomes necessary when the two participants are not on the same wavelength and the following conditions are met:

* the participants are in each other's presence
* mutual influence is deemed possible
* at least one of the participants holds a divergent point of view
* at least one of the participants wishes to exert influence or accepts to be influenced

Either participant or both can put an end to the negotiation process.

Conditions for the acquisition of communicative experience: from the real world to the classroom

For the processes of comprehension, production, and negotiation to have their desired impact on classroom language acquisition, certain conditions must be met. "Theorists and practitioners are agreed that the natural setting in which the second language is used provides the best possible conditions for learning the second language." (Stern, unpublished) Thus, the second language classroom must be made to reflect as closely as possible that natural setting.

According to Stern (unpublished) the critical features of communication in natural language learning are:

1. contact with a variety of target language speakers,
2. access to various target language settings and situations,
3. opportunity for authentic language use with attention to meaning rather than code,
4. capacity and degree of personal involvement.

Needless to say, such features are difficult to reproduce in the classroom. It is, nevertheless, possible, through the use of certain activities, to allow for a certain measure of adaptation. Although Stern, inspired by Krumm (1980), has proposed a number of communicative activities, the majority of them take place outside of the classroom and are of limited use in this syllabus. The C/E syllabus needs to emphasize activities which, for the most part, take place in the classroom. The activities proposed in section 6 are devised in such a way as to offer communicative experiences reflecting the critical features of natural environments. Moreover, each activity is endowed with features associated with experiential learning : each has a quality of personal involvement, is self-initiated, is pervasive, is evaluated by the learner, is meaning-focused (Rogers, 1969).

Analytic and non-analytic aspects of the C/E syllabus in regard to the classroom.

Now that we have looked at the individual, the environment and the interaction between the two from the perspective of classroom language learning, it seems appropriate to examine the analytic and non-analytic aspects of the C/E syllabus. The C/E syllabus calls for a teaching/learning procedure which operates on two distinct levels, thus, allowing for analytic and non-analytic teaching and learning.

The elements presented previously dealt mainly with the non-analytic aspects of the procedure. The classroom was described as a place where the learner could enrich his past experiences through interaction with the environment. This part of the procedure provides the learner with a chance to participate in a variety of communicative activities that involve non-analytic exposure to the target language and, thus, enrich his communicative experience. In this sense, the C/E syllabus clearly reflects Stern's (1983) call for a syllabus that is non-analytic and experiential.

At another level, however, the C/E syllabus can be said to be analytic in that it encourages learners to identify the experience that they bring to the learning situation as well as the new knowledge, behaviors and/or attitudes that they develop as a result of interaction with the environment.

In part, the analytic dimensions of the procedure seek to compensate for those critical features of the natural setting which cannot be transposed to the classroom. For example, in the unit "Initiation au voyage " (Duplantie et al. : 1986), the learner learns how to plan travel experiences by consulting travel brochures on Montreal and listening to a variety of authentic tapes (a radio program describing some of the activities in Montreal and some recorded messages). In the real world, the learner would develop travel skills and the ability

to consult oral and written documents by planning multiple travel experiences; in the classroom, the constraints of space and time do not allow for this and thus, what the learner needs to know about the planning process and the nature of authentic texts is objectified for him.

In short, the C/E syllabus helps increase a learner's general and communicative experience by way of a three-phase procedure:

1. the learner is given a chance to identify aspects of knowledge, behaviors, and attitudes related to a given field of experience (this is an analytic phase that relates to past experience),

2. the learner is given a chance to live new experiences that involve communication (this is a non-analytic phase),

3. the learner is given a chance to identify the new knowledge that he has just acquired and to describe how this will affect future behaviors and attitudes (this is a second analytic phase).

Chapter 3
A FEW STUDIES

As noted in the introduction, the C/E syllabus acknowledges a number of different writings but does not constitue a direct application of any one. Several elements have contributed to the development of our thinking, among them the ideas of a number of different authors and our own practical teaching experience. To better situate the development of a C/E syllabus and to understand some underlying issues, several key studies will be examined. The discussion will focus on writings in the areas of non-analytic teaching and experiential learning; it will end with a brief synthesis of the two.

Non-analytic teaching

Stern is not alone in proposing a non-analytic syllabus. At approximately the same time, Dodson (1978) and Allen (1983) find themselves expressing similar views. Allen (1983), who also proposes a multidimensional curriculum containing a non-analytic component, emphasizes natural language use and activities that are communicative and experiential. He even refers to this component as his experiential syllabus. Dodson (1978) similarly affirms the importance of creating authentic communication situations in the classroom.

The idea of non-analytic teaching can be traced back to the mid 60's. Newmark (1966), who views learning as a creative process, recommends the creation of authentic communication

situations in the classroom to enhance learner involvement. Savignon (1972), in her study on communicative competence, emphasizes learner participation in authentic communication situations and concludes that exposure to such situations provides learners with superior results. Paulston (1970), Rivers (1971), Macnamara (1973), and Stevick (1976) express serious doubts as to the value of traditional approaches. They all, in their own fashion, conclude that second language learning is best achieved through participation in authentic communication situations. The second language classroom, thus, becomes "a kind of activity period" (Stevick, 1976).

The findings of Allwright (1976) demonstrate that learning can take place if learners are led, in the context of communicative activities, to resort to the use of the second language without help. The teacher is told not to try to control the organization or presentation of language since this type of intervention causes "interference". Thus, the teacher's role is limited to providing learners with instruments which allow them to learn language, by themselves, through the different activities.

Krashen (1976), on the other hand, believes that the teacher plays an important role by providing the learner with comprehensible input. He rejects the traditional role of the teacher which is to transmit knowledge about the forms of the language. He believes that such teaching only serves to de-authenticate communicative situations. Conversely, the teacher should try as much as possible to provide learning conditions which resemble those found in the real world and in second language immersion classes (Krashen and Terrell, 1983).

Another point of view is expressed by Prabhu (1987) who recommends that a language course be organized around gap type activites that take the form of communication tasks. Although learners are expected to complete these tasks in small groups, the teacher plays an important role in preparing them. Before letting the learners work in groups, the teacher directs the class in a pre-task activity which, because it parallels the task itself, provides a model for performance in the language.

A different conception of the role of the teacher is found in Tremblay, Massey, and Nutbrown-Massey (1985). For them, the teacher plays an important role in guiding learners through the different learning activities. The teacher becomes a moderator of sorts who structures the learning environment, but refuses to substitute his efforts to those of the learners.

Despite the diversity and the richness of these various points of view, we find little, in the literature, that can provide the basis for the identification of content for the C/E syllabus. Asher (1969) proposes a technique he calls TPR (Total Physical Response) which, while of some interest, offers too little content for the development of a complete syllabus. Krashen

and Terrell (1983) go much farther and offer a detailed and exhaustive description of strategies to use in the classroom, but their proposals are so intricately tied to their narrow vision of learning that they have little to offer the present discussion. Among the concrete proposals that we have found, Prabhu (1987) is one of the most useful in terms of the C/E syllabus. A language course should, according to Prabhu, be organized around gap type activities which involve tasks which need to be completed. He distributes these activities into three categories: information gap activities, reasoning gap activities, and opinion gap activities. Each of these is meant to lead the learner to the use of negotiation as a starting point for the acquisition of the second language.

Although Prabhu's model is incomplete for our purposes - it does not emphasize comprehension or production - we have retained two of its key elements, namely the importance of negotiation and the emphasis on tasks.

Experiential learning

As indicated in the introduction, Rogers (1969) describes experiential learning as learning that " has a quality of personal involvement", "is self-initiated", "pervasive", "evaluated by the learner", and is essentially meaningful (p. 5). Although Rogers' contribution does not relate to second language teaching, it has made a considerable contribution to the present syllabus.

Experiential learning is still very popular in general education circles. Since 1978, a number of writings have appeared in *New Directions for Experiential Learning*, an ambitious collection of writings devoted exclusively to this educational concept. These writings emphasize a view of experiential learning which differs somewhat from Rogers' since they promote the idea that experiential learning is learning in which the learner comes into direct contact with the reality of what is being learned (Keeton and Tate, 1978). The C/E syllabus agrees, at least in part with that point of view. Although it accepts Rogers' assertion that experiential learning should involve participation in meaningful activities enlisting the total involvement of the learner (Rogers, 1969), it also believes in the importance of providing learners with exposure to authentic oral and written texts in authentic communication situations. This is in line with the positions held by the authors of the *New Directions for Experiential Learning*.

It is clear that these writings on experiential learning have, to a certain extent, influenced our thinking. However, because the concept of experiential learning has not been previously

put into practice in the second language classroom, such works could only provide some initial guidance, the starting point of a long journey.

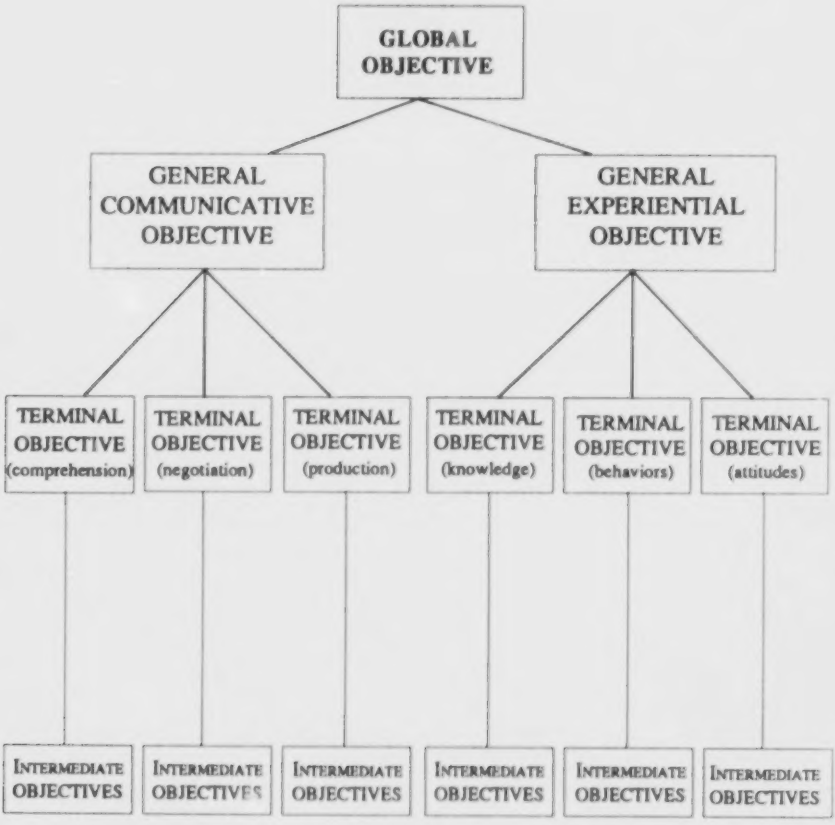
Synthesis

This brief review of recent works on non-analytic teaching and experiential learning provides useful information on the need to create authentic communication situations in the classroom as well as on the nature of the learning tasks to present. Unfortunately, there is no consensus on certain fundamental questions such as the role of the teacher, course content, types of activities, etc. Answers to these questions are often contradictory and fail to outline a clear path for the development of the C/E syllabus.

Chapter 4
PRESENTATION OF THE OBJECTIVES

This section contains the objectives proposed for the C/E syllabus. The objectives are set out on different levels; we begin with the global objective which is then followed by the two general objectives (one for each dimension of the syllabus, that is, one experiential and one communicative). We, then, continue with the list of terminal and intermediate objectives for each of the two dimensions. Figure 2 illustrates the relationship between the different levels of objectives.

FIGURE 2


GLOBAL OBJECTIVE
GENERAL COMMUNICATIVE OBJECTIVE
GENERAL EXPERIENTIAL OBJECTIVE
TERMINAL OBJECTIVE (comprehension)
TERMINAL OBJECTIVE (negotiation)
TERMINAL OBJECTIVE (production)
TERMINAL OBJECTIVE (knowledge)
TERMINAL OBJECTIVE (behaviors)
TERMINAL OBJECTIVE (attitudes)
INTERMEDIATE OBJECTIVES
INTERMEDIATE OBJECTIVES
INTERMEDIATE OBJECTIVES
INTERMEDIATE OBJECTIVES
INTERMEDIATE OBJECTIVES
INTERMEDIATE OBJECTIVES

Our ultimate purpose being the development of communicative experience in the second language learner, we define our global objective in the following manner:

1. GLOBAL OBJECTIVE

The learner will, in his second language, participate in real communicative experiences that are adapted to his age and that respect his intellectual, social and affective development.

At the second level, that of general objectives, the bi-dimensional nature of the C/E syllabus is emphasized. We have elected, therefore, to define two general objectives, one communicative and one experiential in nature.

2. GENERAL COMMUNICATIVE OBJECTIVE

The learner will act as receiver, negotiator, and producer of messages in a variety of communicative situations.

3. GENERAL EXPERIENTIAL OBJECTIVE

The learner will enrich his life experience through repeated interaction with the environment.

At the third level, that of the terminal objectives, the processes by which an individual enriches his body of experiences (comprehension, production, and negotiation) are taken into account in the case of those objectives falling under the heading of general communicative objective, whereas the components of experience itself (knowledge, behavior, and attitude) are considered in those coming under the general experiential objective. Each of the general objectives, then, corresponds to three terminal objectives.

In the case of the general communicative objective, the three following terminal objectives have been defined:

2.1 COMPREHENSION

The learner, in his role as receiver of messages, will use various types of oral and written texts to satisfy his needs and intentions.

2.2 NEGOTIATION

The learner, in his role as negotiator of meaning, will participate in exchanges which require him to adjust his needs and intentions to those of others.

2.3 PRODUCTION

The learner, in his role as producer of messages, will develop oral and written texts which take into account the parameters of a variety of communicative situations as well as his personal intentions.

The general experiential objective corresponds to the following three terminal objectives:

3.1 KNOWLEDGE

The learner will acquire new knowledge in relation to a variety of fields of experience.

3.2 BEHAVIORS

The learner will, in light of the newly acquired knowledge, re-evaluate his usual behavior in relation to a variety of fields of experience.

3.3 ATTITUDES

The learner will, in light of the newly acquired knowledge, re-evaluate his attitudes in relation to a variety of fields of experience.

At the fourth level, we find the intermediate objectives. These correspond to pedagogical activities because, it must be remembered, the C/E syllabus, which distinguishes itself from traditional language teaching syllabuses, emphasizes learning processes rather than linguistic content.

The intermediate objectives are set out in two sections. In the first, we find those related to the communicative dimension of the syllabus (2.1 comprehension, 2.2 negotiation, and 2.3 production) and, in the second, those related to the experiential dimension (3.1 knowledge, 3.2 behaviors, 3.3 attitudes).

COMMUNICATIVE DIMENSION

INTERMEDIATE OBJECTIVES RELATED TO COMPREHENSION (2.1)

2.1.1 - The learner will identify the nature of a variety of oral and written texts.

2.1.2 - The learner will identify the function of a variety of oral and written texts.

2.1.3 - The learner will identify the themes treated in a variety of oral and written texts.

2.1.4 - The learner will identify the purposes of a variety of oral and written texts.

2.1.5 - The learner will predict the content of oral and written texts in light of contextual information.

2.1.6 The learner will locate specific points of information in a variety of oral and written texts.

2.1.7 The learner will determine if the authors of various oral and written texts have respected the parameters of the communicative situations.

2.1.8 The learner will identify, in various oral and written texts, information that is useful in terms of his personal needs.

2.1.9 The learner will assess the usefulness of the information found in a variety of oral and written texts for the satisfaction of his own needs.

INTERMEDIATE OBJECTIVES RELATED TO NEGOTIATION (2.2)

2.2.1 - The learner will demonstrate comprehension of the messages of interlocutors in a variety of oral interactions.

2.2.2 - The learner will evaluate the messages received in light of his needs in a variety of oral interactions.

2.2.3 - The learner will indicate verbally and non-verbally his agreement or disagreement with the point of view of an interlocutor in a variety of oral interactions.

2.2.4 - The learner will adjust his messages taking into account the reactions of his interlocutors in a variety of oral interactions.

2.2.5 - The learner will verify the success of his attempts at communication in light of the reactions of his interlocutors in a variety of oral interactions.

INTERMEDIATE OBJECTIVES RELATED TO PRODUCTION (2.3)

2.3.1 - The learner will identify the type of information needed for the production of a variety of oral and written messages.

2.3.2 - The learner will choose the form of his oral and written messages in regard to his intentions.

2.3.3 - The learner will produce oral and written messages in a variety of communicative situations where he will have had the opportunity to plan the content and form of his messages.

2.3.4 - The learner will produce oral messages in a variety of communicative situations where he will not have had the opportunity to plan the content and form of his messages.

2.3.5 - The learner will adjust his oral and written messages during production in regard to his intentions and to the parameters of communicative situations.

EXPERIENTIAL DIMENSION

INTERMEDIATE OBJECTIVES RELATED TO KNOWLEDGE (3.1)

3.1.1 - The learner will identify his knowledge in relation to a variety of fields of experience.

3.1.2 - The learner, placed in a variety of communicative situations, will identify the nature of the information needed to satisfy his new needs.

3.1.3 - The learner, placed in a variety of communicative situations, will identify the sources of information needed to satisfy his new needs.

3.1.4 - The learner, placed in a variety of communicative situations, will assess to what extent his needs have been satisfied.

3.1.5 - The learner will recognize what he has acquired.

3.1.6 - The learner will apply the knowledge he has acquired to new situations.

INTERMEDIATE OBJECTIVES RELATED TO BEHAVIORS (3.2)

3.2.1 - The learner will identify his usual patterns of behavior in regard to a variety of fields of experience.

3.2.2 - The learner, placed in a variety of communicative situations, will describe what he deems appropriate behavior.

3.2.3 - The learner, placed in a variety of communicative situations, will identify possible new patterns of behavior.

3.2.4 - The learner, placed in a variety of communicative situations, will compare his usual patterns of behavior with the new ones that he has identified.

3.2.5 - The learner, placed in a variety of communicative situations, will say whether or not he intends to modify his usual patterns of behavior.

INTERMEDIATE OBJECTIVES RELATED TO ATTITUDES (3.3)

3.3.1 - The learner will identify his attitudes and beliefs in regard to various fields of experience.

3.3.2 - The learner, placed in a variety of communicative situations, will describe the attitudes which seem appropriate to him.

3.3.3 - The learner, placed in a variety of communicative situations, will discover some new attitudes.

3.3.4 - The learner, placed in a variety of communicative situations, will compare his usual attitudes with the new attitudes that he has identified.

3.3.5 - The learner, placed in a variety of communicative situations, will say whether or not he has modified his attitudes and beliefs in light of that newly acquired knowledge.

Section 5 will outline how these objectives can be distributed in a program of several years duration.

Chapter 5
CONTENT SPECIFICATION

In this section, we provide a description, in terms of "themes", of possible content for the C/E syllabus. The list of possible themes is considerable. We could, for example, deal with flying saucers, horoscopes, sea-monsters, horror films, fashion, or any other of a number of subjects of interest to students. But since the objective of the syllabus is to involve students in communicative situations in the classroom and since all that is done in the context of the school should have an educational dimension, it is important to impose certain limits on our creativity. That is why, in this syllabus, we propose communicative activities based on themes which have some educational value.

The argument is often made that it is more important in the language classroom to elicit the interest of the students than to educate them about some aspect of life. While we certainly agree that it is important to engage the interest of the learner - it is, after all, through interest that we can achieve the total personal involvement characteristic of experiential learning - we also believe that it is possible to attain that goal through educationally-valid themes.

There is no reason why second language teaching units could not be both educational and interesting.

Definitions and methodology

In establishing our list of themes, we examined most of the texts used in primary and secondary schools for the teaching of FSL and language arts in French; we consulted Quebec, Ontario and Alberta programs in a variety of disciplines (e.g. human sciences, social sciences, natural science, economics, ESL); we perused hundreds of educational magazines aimed at children and adolescents; we consulted teachers and librarians. We noticed that the same themes were taken up again and again in the materials for the various primary and secondary levels: they varied only in terms of their formulation. We included the most frequent ones in our inventory.

The more we examined our list of themes, the more we realized that the very concept of theme was ill-suited to our purposes: a number of the themes listed had no place at all in a C/E syllabus. Since the general experiential objective of the syllabus was to help the learner enhance his life experiences, it was essential that the themes reflect the different dimensions of that experience. We, therefore, decided to define our content in terms of fields of experience. By field of experience, we understand that aspect of reality on which the individual has already developed certain knowledge, patterns of behavior, and attitudes. We eliminated, from our initial inventory, all of the items that did not correspond to fields of experience and reformulated a number of the others.

For each field of experience retained, we developed a list of subfields. These subfields are defined as aspects of a field about which an individual has developed some knowledge, behaviors, and attitudes. We know, for example, that all young Canadians can relate to nutrition as a field of experience. But that very broad field can be broken down into a number of subfields. By concentrating on one or more of these, it is possible to help learners acquire new knowledge, change certain attitudes and/or develop new patterns of behavior.

To fine-tune our lists, we presented them to groups of teachers in four different regions of Canada. We asked them to tell us which fields and subfields would be of greatest interest to learners and we invited them to suggest additional ones that we had overlooked. We included these suggestions in a final listing which, though not exhaustive, was compatible with our objectives and the reality of the classroom setting.

Suggested content

In the following lines, we present the experiential content of the C/E syllabus in terms of a

grand design. First, we provide a description of the different dimensions of an individual's relationship with his environment; then, we present a chart illustrating the distribution of the fields of experience within each dimension and we list the various aspects (subfields) of each field of experience which might find their way into a program of study.

Fields of experience

In going from themes to fields of experience, we began by identifying the different dimensions of an individual's relationship with the environment. The following five dimensions were identified: the physical dimension, the social dimension, the civic dimension, the dimension of leisure and the intellectual dimension.

These categories offered two important advantages: they provided a means for classifying the different fields of experience and they enabled us to examine the same fields of experience from different vantage points. Animals, for example, could be examined from different points of view. If this field of experience were listed under the civic dimension, one would emphasize society's responsibilities towards animals (to protect, to prevent unbridled reproduction, etc.); if listed under leisure, the emphasis would be the raising of pets, entering them in contests, etc.

In the next few lines, we will examine each of the aforementioned dimensions and indicate what they mean and which fields of experience they might encompass.

The physical dimension

This dimension includes all those fields of experience related to the survival of the individual and to his physical well-being. From the considerable number of fields of experience to be found here, we have retained only those which can be linked to the attitudes, knowledge and behavior patterns of children and adolescents. Our inventory contains the following:

* Nutrition
* Physical exercise
* Fashion
* Self-protection
* Personal hygiene
* The senses

The social dimension

This dimension includes all those fields of experience related to the social life of the

individual. Once again, we have retained only those which can be related to children and adolescents in terms of attitudes, knowledge and behavior patterns.

* School
* Friends
* Native peoples
* Work
* Trades and professions
* The family
* Love relationships
* Immigrants
* Holidays and celebrations
* Social activities

The civic dimension

This dimension includes all those fields of experience which are related to life in society, particularly from the point of view of an individual's privileges and responsibilities. The same criteria for selection apply here as in the two previous cases. The following fields have been retained:

* Animals
* Drugs (alcohol, tobacco, etc.)
* Consumerism/shopping
* The environment
* Crime and violence

The dimension of leisure

This dimension includes all of the experiences that relate to the activities of an individual during his free time. Particular attention has been paid to activities involving movement (e.g. sports), sensory input (e.g. listening to the radio), and the intellect (e.g. reading). The following fields have been retained:

* Outdoor living
* Artistic creation
* Miscellaneous activities
* Travel
* Clubs and associations

The intellectual dimension

This dimension includes all those fields of experience associated with activities of the mind. Of particular interest are those which contribute to the development of knowledge or involve contact with the world of the arts. The following were retained:

* Science
* The arts

Distribution of content

The following chart illustrates the relationship between these fields of experience and the subfields.

FIELDS OF EXPERIENCE	POSSIBLE SUBFIELDS
Food-related experiences	- Personal eating habits - Food purchases - Cooking - Eating in restaurants - Preparing party snacks - Preparing snacks for different activities * cross-country skiing * short trips * canoe trips * mountain climbing * birthdays and anniversaries - Exploring exotic foods or participating in international food fairs - Exploring traditional French cuisine
Physical-activity type experiences	- Participating in sports - Discovering new sports - Knowledge of sports in other cultures - Playing games - Physical exercise
Clothing-related experiences	- Consumer practices - Fashion consciousness - Adapting clothing to seasons, activities, countries

Self-protection experiences	- Protecting oneself from illness - Knowledge of available health services - Access to health information - Protective behaviors during sports - Accident prevention - Attitudes and behaviors regarding hidden dangers in the city or country
Hygiene-related experiences	- Caring for one's body - Knowledge of how to care for one's body - Sleeping habits - Practice of mental hygiene
Sensory experiences	- Use and misuse of sensory organs - Protection of key sensory organs - Refining one's ability to experience reality through the five senses
School-related experiences	- Knowledge, attitudes and behaviors regarding people, places and activities in the school context - Knowledge and attitudes regarding the role of school in society
Family-related experiences	- Behaviors with other family members - Participation in the life of the family
Loving experiences	- Behaviors and attitudes in one's relationship with special friends - Getting to know oneself better in order to find that special person
Experiences with friends	- Behaviors and attitudes in one's relationships with friends - Getting to know oneself better in order to select one's friends wisely - How friends influence each other

Experiences with native peoples	- Behaviors and attitudes towards native peoples - Knowledge of native cultures
Experiences with immigrants	- Behaviors and attitudes towards immigrants - Participation in ethnic celebrations
Experience in the work force	- Looking for a part-time job - Attitudes towards part-time employment - Earning money with a local product or an invention
Experiences with holidays and celebrations	- Organizing parties and celebrations - Participating in parties and celebrations - Knowledge of the origins and purposes of festivals and celebrations
Experience with trades and professions	- Knowledge of a variety of trades and professions - Self-knowledge in relation to these various trades and professions
Experiences with social activities	- Knowledge of games and activities - Behavior and attitudes in regard to these games and activities - Behavior in team sports
Experiences with animals	- Behavior with and attitudes towards animals - Knowledge related to the life of animals - Knowledge of the exploitation of animals in society - Animal protection

Experiences with conservation	- Knowledge of what pollution is - Ways of preventing pollution - Behavior and personal attitudes towards pollution - Energy conservation
Experiences with drugs (alcohol, tobacco, etc.)	- Knowledge of the dangers and problems related to drug use - Knowledge of laws relating to the use of drugs - Knowledge of the types of assistance offered to drug abusers
Experiences with crime and violence	- Knowledge of the judicial system - Responsibilities in regard to self-protection and the protection of one's property - Knowledge of the causes of crime and violence - Crime prevention - Familiarity with the human rights act and the youth act
Experiences with consumerism	- Knowledge of the rights and responsibilities of the consumer - Consumer behavior - Attitudes towards selling and advertising - Budgeting
Experiences with outdoor living	- Knowledge of survival skills - Attitudes towards outdoor activities - Camping, canoeing, hunting and fishing
Experiences with travel	- Planning travel experiences - Attitudes towards differents means of transportation - Knowledge of places to visit

Experiences with art	- Familiarity with different art techniques - Attitudes towards art - Participation in artistic creations
Experiences with miscellaneous activities	- Attitudes towards more intellectual pursuits like reading, computing, etc. - Participation in a variety of activities
Experiences with clubs and associations	- Familiarity with clubs and associations - Organization of clubs (fan clubs, etc.) - Planning of club activities
Experiences with science	- Knowledge of inventions and inventors - Knowledge of various fields such as astronomy, computer science, space exploration, etc. - Laboratory experiments
Experiences with the arts	- Knowledge and attitudes towards various types of music, film, dance, etc. - Musical and artistic ability - Familiarity with entertainers, writers, artists, etc.

Chapter 6
SCOPE AND SEQUENCE

Following the development of an inventory of fields of experience and associated subfields, it became important to assign them to the three grade levels identified by the National Core French Study (grades 4-6, grades 7-9, grades 10-12). Among the factors to consider were the life experiences of the learners, their intellectual development, their interests, and their competence in the target language.

As a first step, the task force decided to separate the first three factors from the last one. The key was to identify fields of experience to which learners of each level could relate. It was not necessary, at this point, to consider language proficiency since we knew, from personal experience with developing experiential materials for elementary and secondary level learners, that it was reasonable to expect that most, if not all, of the fields of experience could be developed in ways that reflect different levels of competence in the target language. Adapting a field of experience to a given level of competence is largely a matter of selecting appropriate texts and activities.

It was clear, at the outset, that certain fields and subfields (ex., raising pets) would be of particular interest to younger learners whereas others (ex., looking for a part-time job) would be more appropriate for older learners; it was equally clear that many of these fields and

subfields might be suitable for different age groups. Since this was largely a judgement call, we decided to ask our team of informants to use their experience and their knowledge of learners to assign them to the different age groups. We asked these informants to consider only those factors that characterize learners of each group (ex., life experience, intellectual development, interests, etc.). The results of this survey are presented in "Sequencing the content" below.

Initially, we also intended to have our informants rate each item according to a three-tier language proficiency scale: novice, intermediate, and superior. This strategy was rejected for two reasons. First, it was felt that it would be difficult for teachers to assign a competency level for each item without knowing how it would be translated into teaching materials and activities. Secondly, it was impossible to control teacher perceptions of the nature of the different proficiency levels since there are no national standards and expectations vary considerably from province to province. As a result, we concluded that the best way to treat the question of competency was to describe as clearly as possible the nature of the texts types and activities for each of the levels of exposure. These are described in "Levels of exposure" further on.

Sequencing the content

APPLICATION TO 9-11 YEAR OLD LEARNERS (GRADES 4-6)[5]

FIELDS OF EXPERIENCE	SUBFIELDS TO EXPLORE
Food-related experiences	- Personal eating habits - Cooking - Eating in restaurants - Preparing party snacks - Preparing snacks for different activities * cross-country skiing * short trips * canoe trips * mountain climbing * birthdays and anniversaries
Physical-activity type experiences	- Participating in sports - Discovering new sports - Playing games - Physical exercise

Clothing-related experiences	- Consumer practices - Adapting clothing to seasons, activities, countries
Self-protection experiences	- Protecting oneself from illness - Protective behaviors during sports
Hygiene-related experiences	- Caring for one's body - Knowledge of how to care for one's body
Sensory experiences	- Use and misuse of sensory organs - Protection of key sensory organs
School-related experiences	- Knowledge, attitudes and behaviors regarding people, places and activities in the school context
Family-related experiences	- Behaviors with other family members
Experiences with friends	- Behaviors and attitudes in one's relationships with friends
Experiences with immigrants	- Behaviors and attitudes towards immigrants - Participation in ethnic celebrations
Experiences with holidays and celebrations	- Organizing parties and celebrations - Participating in parties and celebrations
Experiences with trades and professions	- Knowledge of a variety of trades and professions
Experiences with animals	- Behaviors with and attitudes towards animals - Knowledge related to the life of animals

Experiences with outdoor living	- Attitudes towards outdoor activities: camping, canoeing, hunting and fishing
Experiences with travel	- Attitudes towards differents means of transportation
Experiences with miscellaneous activities	- Participation in a variety of activities

APPLICATION TO 12-14 YEAR OLDS (GRADES 7-9)[6]

FIELDS OF EXPERIENCE	POSSIBLE ASPECTS TO EXPLORE
Food-related experiences	- Eating in restaurants - Exploring exotic foods or participating in international food fairs
Physical-activity type experiences	- Participating in sports - Knowledge of sports in other cultures - Working out - Physical exercise and health
Clothing-related experiences	- Consumer practices - Fashion consciousness
Self-protection experiences	- Protecting oneself from illness - Knowledge of available health services - Access to health information - Protective behaviors during sports - Accident prevention - Attitudes and behaviors regarding hidden dangers in the city or country
Hygiene-related experiences	- Sleeping habits - Practice of mental hygiene - Smoking

Sensory experiences	- Use and misuse of sensory organs - Protection of key sensory organs - Refining one's ability to experience reality through the five senses
Loving experiences	- Behaviors and attitudes in one's relationships with a special friend - Getting to know oneself better in order to find that special person
Experiences with friends	- Getting to know oneself better to select one's friends wisely - How friends influence each other
Experiences with native peoples	- Behaviors and attitudes towards native peoples - Knowledge of native cultures
Experiences with immigrants	- Behaviors and attitudes towards immigrants - Participation in ethnic celebrations
Experiences in the work force	- Looking for a part-time job - Attitudes towards part-time employment
Experiences with holidays and celebrations	- Organizing parties and celebrations - Participating in parties and celebrations - Knowledge of the origins and purposes of festivals and celebrations
Experiences with trades and professions	- Knowledge of a variety of trades and professions - Self-knowledge in relation to these various trades and professions

Experiences with social activities	- Knowledge of games and activities - Behaviors and attitudes in regard to these games and activities - Behaviors in team sports
Experiences with animals	- Animal protection
Experiences with conservation	- Knowledge of what pollution is - Ways of preventing pollution - Behaviors and personal attitudes towards pollution - Energy conservation
Experiences with drugs (alcohol, tobacco, etc.)	- Knowledge of the dangers and problems related to drug use - Knowledge of laws relating to the use of drugs - Knowledge of the types of assistance offered to drug abusers
Experiences with crime and violence	- Responsibilities in regard to self-protection and the protection of one's property - Knowledge of the causes of crime and violence - Crime prevention
Experiences with consumerism	- Knowledge of the rights and responsibilities of the consumer - Consumer behavior - Attitudes towards selling and advertising - Budgeting
Experiences with outdoor living	- Knowledge of survival skills - Attitudes towards outdoor activities: camping, canoeing, hunting and fishing

Experiences with travel	- Planning travel experiences - Personal travel experiences - Knowledge of places to visit
Experiences with art	- Familiarity with different art techniques - Attitudes towards art - Participation in artistic creations
Experiences with miscellaneous activities	- Attitudes towards more intellectual pursuits like reading, computing, etc. - Preferences and habits - Participation in a variety of activities
Experiences with clubs and associations	- Familiarity with clubs and associations - Organization of clubs (fan clubs, etc.) - Planning of club activities - Collecting things
Experiences with science	- Knowledge of inventions and inventors - Knowledge of various fields such as astronomy, computer science, space exploration, etc.
Experiences with the arts	- Knowledge and attitudes towards various types of music, film, dance, etc. - Musical and artistic ability - Familiarity with entertainers, writers, artists, etc.

APPLICATION TO 15-17 YEAR OLDS (GRADES 10-12)[7]

FIELDS OF EXPERIENCE	POSSIBLE ASPECTS TO EXPLORE
Clothing-related experiences	- Consumer practices - Fashion consciousness

Self-protection experiences	- Access to health information
Loving experiences	- Behaviors and attitudes in one's relationships with a special friend - Getting to know oneself better to find that special person
Experiences with native peoples	- Behaviors and attitudes towards native peoples - Knowledge of native cultures
Experiences with immigrants	- Behaviors and attitudes towards immigrants
Experiences in the work force	- Looking for a part-time job - Earning money with a local product or an invention
Experiences with holidays and celebrations	- Organizing parties and celebrations - Participating in parties and celebrations
Experiences with trades and professions	- Knowledge of a variety of trades and professions - Self-knowledge in relation to these various trades and professions
Experiences with conservation	- Knowledge of what pollution is - Ways of preventing pollution - Behaviors and personal attitudes towards pollution - Energy conservation
Experiences with drugs (alcohol, tobacco, etc.)	- Knowledge of the dangers and problems related to drug use - Knowledge of laws relating to the use of drugs - Knowledge of the types of assistance offered to drug abusers

Experiences with crime and violence	- Knowledge of the judicial system - Responsibilities in regard to self-protection and the protection of one's property - Knowledge of the causes of crime and violence - Crime prevention - Familiarity with the human rights act and the youth act
Experiences with consumerism	- Knowledge of the rights and responsibilities of the consumer - Consumer behavior - Attitudes towards advertising
Experiences with travel	- Planning travel experiences - Personal travel experiences - Knowledge of places to visit
Experiences with science	- Knowledge of inventions and inventors - Knowledge of various fields such as astronomy, computer science, space exploration, etc. - Laboratory experiments
Experiences with the arts	- Knowledge and attitudes towards various types of music, film, dance, etc. - Musical and artistic ability - Familiarity with entertainers, writers, artists, etc.

Levels of exposure

Levels of exposure describe a hierarchical sequence of ranges with each level subsuming all previous levels. As the learners go through the succeeding levels of exposure, they are given greater opportunity to interact in more and varied personal and social contexts. Thus, they become increasingly better able to participate in the life of the target community.

The levels of exposure that follow were developed exclusively for the C/E syllabus and do not deal with matters of linguistic ability except in very broad terms. The descriptions also

omit references to cultural knowledge and aspects of general language education covered by the other syllabuses. (These would, however, need to be included in more comprehensive levels for the multidimensional curriculum.)

We have adopted the usual skill breakdown (listening, speaking, reading and writing) in our discussion of the different levels of exposure. Although there is an apparent discrepancy between this skills specification approach and the tendency, in experiential activities, to promote skill integration, one should not be overly concerned. The separation of skills, here, is merely a practical device for coming to terms with the different skills and should not be construed as a statement on how the different skills relate to one another.

In defining these levels of exposure, we distinguish three stages of development: novice, intermediate, and superior. In theory, each stage requires about 360 hours of contact with the language. The next few pages provide a description of the three levels of exposure for the four skills each of which is presented either as a receptive (listening and reading) or expressive (speaking and writing) skill.

Receptive skills

Non-experiential teaching materials generally provide exposure to tightly-controlled listening and reading materials. Each new segment of oral or written discourse generally presents a small number of new structures and a limited number of new words in a text containing mostly familiar language. Exposure to such texts reinforces what has already been acquired and allows for controlled language development. In a context where language learning is considered a matter of mastering structures, where learners are expected to understand everything to which they are exposed, where the teacher is viewed as an expert on content, materials such as these have their place.

They are, however, ill-suited to the purposes of the C/E syllabus. Such a syllabus emphasizes exposure to a variety of text* types. Learners are expected to understand only those portions of the texts which are useful to the completion of some communicative task (ex., reading a travel brochure to identify interesting things to do and see). They are encouraged to use what they know about such texts in their own language; they are expected to use contextual clues to guess at the meaning of the texts, they are expected to be personally involved in the tasks.

In selecting texts for the development of receptive skills, the following characteristics should be respected:

1. they should focus on topics that are familiar to learners,

2. they should be similar to oral and written texts that a learner is likely to encounter in his own language and culture,

3. they should deal with interesting topics in an interesting way.

If, for example, one decides to teach learners how to plan travel experiences, it will be useful to introduce them to travel brochures, newspaper ads, tapes of people talking about their travel experiences, radio ads, etc. In deciding which travel brochures to present, for instance, one will of course consider the nature of the attraction. A brochure on "La Ronde" (an amusement park in Montreal) will be more interesting than one on "The Montreal Film Festival" since it will probably contain pictures and descriptions of the various rides and attractions. Most learners are familiar with amusement parks and have positive memories of their experiences in such places; they may even have experience with similar brochures in their own language.

Of course, deciding how a brochure is used is no less important than its level of interest for the learner. A brochure on "La Ronde", for example, would not be an appropriate vehicle for a task in which learners list the advantages and disadvantages of amusement parks. The proposed task must therefore reflect the nature of the text. If the learners are going to do the task well, the text must be presented in a context where the learners will want and/or need to consult it. Having the learners use different travel brochures as a means of planning the ideal trip would provide such a context.

In attempting to sequence such texts, one will need to consider the following criteria:

1. predictability of content (ritualistic),
2. length of the text,
3. breadth and scope of vocabulary.

A short text with predictable content and a narrow range of vocabulary would be the easiest to understand. Most restaurant menus, for example, have these characteristics. A breakfast menu from a greasy spoon is a good example of a ritualistic text: one can predict the type of information it will contain and the language forms. Such menus are short and contain a limited number of words generally associated with breakfasts. A menu of that type would be considered a LEVEL 1 text. Another example of a LEVEL 1 text might be an ad in the classified ads section of a newspaper.

There is, however, no 1-to-1 relationship between a given text type (ex., menus) and the level of difficulty. Menus from pricier restaurants, for instance, contain far more information than those from greasy spoons. The fancier the restaurant, the more likely one is to find lengthy

and complex descriptions of the various offerings. Such a menu might therefore be considered LEVEL 2 . It would even be possible to identify for different texts types, examples of texts for each of the three levels.

Other criteria for deciding on the level of a given text are:

1. the degree of abstractness: a LEVEL 1 text would focus on concrete things like sports, hobbies, food, etc...; more advanced texts would emphasize ideas.

2. the presence of some kind of visual or verbal support: for listening, such support might involve giving the learners a chance to hear the text more than once, the text might be produced by someone who is actually present in the class, sound effects might be included on the tape, visual aids might accompany the text; for reading, such support might involve the use of titles or subtitles, the presence of visual support, the physical presentation of the text (i.e. bold, underlined passages), the use of a dictionary, a list of new words,

3. the amount of redundancy in the text: repetition enhances comprehension in both listening and reading,

4. the complexity of the task: the more complex the task, the higher the degree of difficulty.

In addition to the characteristics defined earlier, a LEVEL 1 listening text would therefore focus on concrete things, be heard more than once, contain sound effects and visual support. There would be much redundancy and the task would be very simple to do. A LEVEL 1 reading text would also focus on concrete things, have a simple-to-understand title, have different size print to highlight important points, and contain pictures or drawings. It would also involve lots of redundancy and be used to complete a simple task.

LEVEL 2 texts would contain a preponderance (more than half) of the characteristics associated with the second level of difficulty; LEVEL 3 would contain a preponderance (more than half) of the characteristics associated with the the third level of difficulty. An application of these categories is presented below.

• ***Listening***

LEVEL 1: NOVICE

RANGE & SIZE:

The learner will be asked to understand short highly ritualized texts; he will also be required to extract a restricted amount of detail from a limited range of short non-ritualized texts with the help of advance organizers.

COMPLEXITY:

The texts will contain familiar ideas presented in a style that involves only simple constructions.

SPEED:

Whenever the texts are presented at normal speed, they will be repeated.

INDEPENDENCE:

The learner's attention will always be directed towards those elements on which the activity focuses.

LEVEL 2: INTERMEDIATE

RANGE & SIZE:

The learner will be asked to understand longer examples of ritualized texts; he will also be asked to elicit the main points in a broader range of short non-ritualized texts and extract useful information with the help of advance organizers.

COMPLEXITY:

The texts will contain familiar ideas presented in a style characterised by a dominance of simple constructions.

SPEED:

The texts will be presented at normal speed though this may sometimes impose considerable strain on the learner.

INDEPENDENCE:

The learner's attention will be directed towards those elements on which the activity focuses. Ritualized texts and non-ritualized texts with advance organizers will be presented only once. Non-ritualized texts where needs are identified in post-listening will be presented more than once.

LEVEL 3: SUPERIOR

RANGE & SIZE:

The learner will be asked to deal with a variety of texts that reflect his age and stage of intellectual development.

COMPLEXITY:

The texts will contain a mixture of familiar and unfamiliar ideas; simple constructions will no longer dominate.

SPEED:

The texts will be presented at normal speed.

INDEPENDENCE:

The learner's attention will be directed towards those elements that contribute to the satisfaction of his needs, whenever the task is complex or is given in post-listening. In such cases, it will be presented more than once.

•Reading

LEVEL 1: NOVICE

RANGE AND SIZE:

The learner will read for instructional or directive purposes standardized messages such as menus, schedules, timetables, maps, signs, etc...; he will, with the help of advance organizers, extract a restricted amount of detail from a limited range of short non-ritualized texts where context and/or extralinguistic background knowledge are supportive.

COMPLEXITY:

The texts will contain familiar ideas presented in a style that involves only simple constructions.

INDEPENDENCE:

The learner will be allowed to consult a bilingual dictionary for word meaning as frequently as desired.

SPEED:

The learner will be given lots of time to read and re-read the texts since the expected reading speed will be as low as 60 words per minute.

LEVEL 2: INTERMEDIATE

RANGE AND SIZE:

The learner will be asked to read longer examples of ritualized texts; he will, with the help of advance organizers, be asked to understand the main points in a restricted number of short

non-ritualized texts when context and/or extralinguistic background knowledge are supportive.

COMPLEXITY:

The texts will contain familiar ideas presented in a style in which there is a dominance of simple constructions.

INDEPENDENCE:

The learner will be asked to elicit the meaning of most unfamiliar words from context; he will refer to a bilingual dictionary only occasionally.

SPEED:

The learner will be given the time to read the text several times even though his expected reading speed is of 100-130 words per minute.

LEVEL 3: SUPERIOR

RANGE AND SIZE:

The learner will be asked to follow the significant points in a broader range of texts; he will also be asked to extract detail with the help of advance organizers.

COMPLEXITY:

The texts will contain a mixture of familiar and unfamiliar ideas and simple constructions will no longer dominate.

INDEPENDENCE:

The learner will be asked to elicit the meaning of most unfamiliar words from the context; he will be encouraged to use a French only dictionary.

SPEED:

The learner will be given time to read the texts several times even though his expected speed is of 130-200 words per minute.

Expressive skills

With respect to the development of expressive skills, the C/E syllabus aims to help learners produce or participate in the production of different types of texts to satisfy a variety of communicative needs. It is through participating in a variety of communicative situations and attempting to use the language for production that speaking and writing skills develop. One needs to consider these requirements when selecting text types and sequencing them.

In attempting to define the levels of exposure for oral and written production, one needs to consider both interactive and non-interactive discourse[9]. Interactive discourse (Tremblay, 1990) can be described as a sequence of exchanges where two or more individuals attempt to influence each other along a given line of thought. Two friends, engaged in a discussion on vacation plans and attempting to agree on a mutual destination, are engaged in interactive discourse. Each expresses his or her own point of view (ex., he wants to go to Martinique; she prefers Venezuela); each reacts to the other's ideas (ex., the woman thinks Martinique is too expensive; the man doesn't want to learn Spanish). After much negotiation, some kind of agreement is reached (ex., they'll go somewhere together or they'll take separate vacations). Although interactive discourse is generally associated with speaking, it can be used as the basis for the development of writing (ex., writing a play, transcribing an oral interview).

Non-interactive discourse applies equally to both speaking and writing skills. One-sided and closed, such discourse is produced with the expectation that no verbal exchange between the speaker and the listener will ensue. The person, in a large department store, who announces the daily specials over the intercom provides shoppers with useful information on how to save money. The discourse is totally one-sided and ends once the information has been transmitted. For the purposes of the present syllabus, will also be considered non-interactive discourse those parts of interactive discourse where one participant only is a producer of messages. Generally described as 'a long turn', such discourse would occur in situations like the following. Two friends are playing cards together. A third person arrives and wants to play but is unfamiliar with the game. So one of the players says: "I'll teach you how to play." Then for two or three minutes, that person explains the game. Pulled out of its verbal context, this long turn has most of the characteristics of non-interactive discourse and will be included in a discussion of levels of exposure.

Other aspects to consider in selecting texts for the development of expressive skills are:

1. they should focus on topics that are familiar to learners,
2. they should be of a type learners have encountered in their own culture,
3. they should involve topics and tasks of interest to learners,
4. they should be presented in contexts where learners will want and/or need to produce such texts.

Familiarity with the topic and past experience with the production of such texts in their own language can greatly simplify the learners' attempts at oral and written expression. Thus, getting learners to invite some friends to a party should be a relatively simple task, whereas producing a weather report, would be much more difficult. By the same token, if a topic or

production task is inherently uninteresting for learners, it should not be presented unless the learners are placed in contexts where they will want and/or need to produce it.

In attempting to sequence such texts, one will need to consider the following:

1. the degree of abstractness of the texts to produce: a LEVEL 1 text would focus on concrete things like sports, hobbies, food, etc...; more advanced texts would emphasize ideas,

2. the characteristics of the texts: longer productions involving much vocabulary would be appropriate for LEVEL 3 learners,

3. learner autonomy: LEVEL 1 exposure involves support from an interlocutor, the teacher, the learners' personal notes, dictionary, the use of the mother tongue)

4. the difficulty of the task according to the different intermediate objectives.

A LEVEL 1 speaking task would involve the learners in the production of short interactive or non-interactive texts that focus on familiar topics. The learners would be able to rely on the teacher, their personal notes and even their mother tongue. A LEVEL 1 writing task would have the same characteristics.

LEVEL 2 texts would contain a preponderance (more than half) of the characteristics associated with the second level of difficulty; LEVEL 3 would contain a preponderance (more than half) of the characteristics associated with the third level of difficulty. An application of these categories is presented below.

•***Speaking***

LEVEL 1: NOVICE

SIZE AND COMPLEXITY:

The learner will participate in activities which require him to produce no more than two or three utterances. These productions will sometimes consist of isolated words and a few high-frequency phrases.

RANGE AND SPEED:

The activities will involve mostly non-interactive productions; whenever interactive production is required, it will be related to simple tasks. In both cases, it is expected that the learner will have to search for a way to convey the desired meaning.

INDEPENDENCE:

The learner will be given time to think about what to say and how to say it. His interlocutor will make considerable allowances and adopt a supportive role.

ABILITY TO NEGOTIATE:

The speaker will participate in negotiations focusing on information sharing (information gap).

LEVEL 2: INTERMEDIATE

SIZE AND COMPLEXITY:

The speaker will participate in activities which require him to produce longer messages (more than three utterances) with the occasional complex utterance.

RANGE AND SPEED:

The activities will focus on exchanges on concrete topics such as own background, family, interests, work, travel and current events; the learner will be encouraged to express himself in these situations without searching for words in his dictionary.

INDEPENDENCE:

The learner will be encouraged to participate spontaneously in short ritualistic exchanges; he will be given time to think about what to say and how to say it in most non-ritualistic exchanges; occasionally, he will be encouraged to take the initiative in these exchanges. His interlocutor will make allowances and adopt a supportive role.

ABILITY TO NEGOTIATE:

The speaker will participate in negotiations in which he will be expected to react to what is said by expressing an opinion (opinion gap) and by adding information that can logically be inferred (reasoning gap). He will be given a chance to determine his willingness or refusal to adopt the other person's point of view. He will not be asked to pursue negotiations beyond those points.

LEVEL 3: SUPERIOR

SIZE AND COMPLEXITY:

The learner will participate in activities which require him to take part in spontaneous non-ritualistic exchanges. These will involve fairly lengthy productions with a variety of simple and complex utterances.

RANGE AND SPEED:

The activities will involve a variety of interactive, task-oriented and social situations. The learner will be encouraged to participate in these situations without consulting a dictionary.

INDEPENDENCE:

The learner will be encouraged to take the initiative and determine the direction of the exchanges. His interlocutor will provide little support.

ABILITY TO NEGOTIATE:

The learner will be placed in situations where he will negotiate with an interlocutor who shares his point of view; he will also be placed in a few situations where he will negotiate with one who does not.

•***Writing***

LEVEL 1: NOVICE

RANGE:

The learner will be asked to write short messages (ex., telephone messages), express simple ideas, produce short biographical sketches, etc...

SIZE AND COMPLEXITY:

The activities will require the learner to express simple ideas directly with no development.

SPEED AND INDEPENDENCE:

There will be time to consult a bilingual dictionary.

APPROPRIACY:

The texts to be written will have an identifiable purpose (ex., to introduce himself).

LEVEL 2: INTERMEDIATE

RANGE:

The learner will be asked to meet limited practical writing needs: short simple letters on personal preferences, daily routines, everyday events, and other topics grounded in personal experience.

SIZE AND COMPLEXITY:

The texts will generally be short, but the learner will be expected to produce some complex sentences.

SPEED AND INDEPENDENCE:

The learner will be encouraged to be creative in his use of the language even though he may

revert to literal translation of native language expressions with the help of a bilingual dictionary.

APPROPRIACY:

The activities will focus on getting the learner to make his intentions clear and to consider the possible reactions of his readers.

LEVEL 3: SUPERIOR

RANGE:

The learner will be asked to meet a number of practical writing needs and limited social demands.

SIZE AND COMPLEXITY:

The texts will be longer and display simple organization with themes and points linked and related; they will contain a variety of simple and complex sentences.

SPEED AND INDEPENDENCE:

The learner will be given limited time to write certain familiar texts. His use of the bilingual dictionary will be restricted to writing on unfamiliar topics.

APPROPRIACY:

The activities will focus on getting the learner to take into consideration the possible reaction of his reader in his writing.

Chapter 7
TEACHING APPROACHES

This discussion concerns itself with the how of teaching experientially. It is divided into two parts: what it means to teach experientially and how the C/E syllabus might be implemented with different age groups.

What it means to teach experientially

To provide for experiential learning, it is necessary to create an appropriate classroom environment. In this part of the discussion, we will examine five aspects of that environment: the proposed learning activities, the roles of the teacher, the roles of the learners, the use of language by the teacher and the learners, and the characteristics of the learning environment.

The proposed learning activities

In previous sections of this syllabus, we have described how learners who enter a second language class have already acquired vast experience with communication in their mother tongue, considerable knowledge about the real world and a variety of skills, attitudes and behaviors essential to survival in that world. The C/E syllabus seeks to provide activities and tasks that enable learners to build on and enrich that experience.

To achieve that goal, we must propose learning activities that enable learners to describe their past experience and to become aware of the nature and richness of that experience. We must, then, present communicative tasks that contribute to the enrichment of that experience. Such tasks must be meaningful, learner-centered, and geared towards a clearly-defined goal; they must also emphasize maximum use of the learners' imagination, creativity, ability to make comparisons, to evaluate, to make associations, etc.. Finally, we must give learners a chance to describe what they have learned and to indicate to what extent this new knowledge is likely to affect their behaviors and attitudes in the future.

The roles of the teacher

The teacher must, in his handling of the activities and tasks, bear in mind that learners need to be actively involved in the different activities. Although ultimately responsible for what happens in the classroom, the teacher must abandon the attitude of expert that so dominates audio-lingual approaches to learning and allow learners to take risks and even to make mistakes. One way of letting go is to provide for frequent interaction between learners.

If they are to take some responsibility for their learning, learners must be aware of the objectives of the different activities and, whenever possible, formulate their own objectives and define their own activities and tasks. Learning should be a collaborative process in which control is shared by the teacher and his class.

In short, the teacher must adopt a variety of roles (expert, guide, resource person, facilitator, etc...) to provide maximum support to learners who are seen as agents of their own learning.

The roles of the learners

Acquisition is viewed as an active and dynamic process in which the learner is personally involved. The learner must recognize his responsibility and recognize that it is through personal effort that language skills develop. The learner must therefore be brought to play a variety of roles: observer, information processor, producer of messages, problem-solver, negotiator, etc.

The use of the language by the teacher and the learners

To provide proper exposure to the language, it is not enough that we offer the learners meaningful activities and tasks based on authentic oral and written texts. Such activities and

tasks must make full use of the communicative potential of the classroom. According to Krumm (1980), "There is one real type of communication that is present in the classroom, namely that of teacher-learner and learner-learner interaction. Numerous social roles and communicative functions comprise this interaction. Learners use the foreign language here as members of a group, discussing, accepting, refusing, summarizing, etc." (Krumm, 1980, p. 72) It would therefore be wasteful to overlook the contribution of classroom communication to the attainment of the goals of the C/E syllabus.

Krumm has identified four types of possible communication in the classroom:

Fictitious Communication	Pedagogic Communication	Relevant Communication	Discourse: "Real" Communication
language as medium and drill	language for pedagogical purposes	language related to the learner's experience and personality	language related to truth and reality (priority of its social functions)
no social dimension of language	learning objectives as guiding principle; asymmetric communication	social dimension within the classroom; partly asymmetric communication	language as a means, criticizing norms, constituting society

(Krumm, 1980, p. 73)

There is no room for "fictitious communication" in the C/E syllabus as it is generally associated with audio-lingual second language teaching[10]. "Real communication" as defined by Krumm is also usually not associated with school settings. The other two forms of communication are ideally suited for the C/E syllabus and should be stressed.

Within this perspective, it is clear that the second language must be the preferred medium for both the teacher and the learners: the teacher should use the target language to communicate with learners and the latter should use it in interacting both with the teacher and their classmates.

The characteristics of the learning environment

Since language is viewed primarily as a means of communication, it is imperative that communication between learners be facilitated by the physical arrangement of the class. The classroom[11] must be viewed as a place where learners can easily interact with each other and participate in authentic communication: desks must be organized so as to facilitate interaction, consultation, collaboration; there should be a resource center containing books, brochures, charts, maps, etc...; the classroom must be organized in such a way that learners can work by themselves or in pairs; the walls should be decorated with things that the learners themselves have produced and with documents related to the dimension of experience that is presently being explored. In short, the classroom should have the general appearance of those one is suggesting for the "whole language approach" which is so popular in our schools.

How the communicative/experiential syllabus might be implemented with different age groups.

If we hope to infuse the central ideas of the C/E syllabus into the classroom, into materials development, and so forth, we need a model for lesson development that fully engages the individual. One interesting way of achieving this goal is building lessons around educational projects. Such projects can provide the basis for learning that is both effective and interesting. Edwards (1990) provides a comprehensive overview of how that can be done from a communicative/experiential perspective.

A working definition of a second language educational project

The most common definition of a project is no doubt that of a "plan of action". One plan of action familiar to most parents is that presented in instruction sheets accompanying unassembled Christmas toys. The assembler has one goal in mind, to fit the pieces together so that the child can play with the toy. He knows that, barring any unforeseen complications, the assembly can be ensured with the help of the accompanying instructions; he knows too that these instructions present, in some logical order, actions to be taken to achieve that goal.

Generalizing from this example, it is possible to conclude that a project contains three things: a goal, a series of actions, and a pre-defined sequence.

If we wish to apply this definition to our present purpose, we can say that the goal of a project in the C/E syllabus is some type of output which results from the combined efforts of two or more learners. The output can be verbal (ex., an oral or written plan for a weekend in Quebec City) or non-verbal (ex., a drawing of some type). As for the actions, they can be defined as activities or tasks[12] having the following characteristics:

- they provide for active learner involvement,
- they contribute directly to the attainment of the goals,
- they are meaningful for the learner (the meaning is deeply rooted in the activity or task itself),
- they generally involve the learner in communication that is highly contextualized,
- they emphasize learner interaction with the environment (the teacher, the classmates, other students in the school, people outside the class),
- they enable the learner to adopt different roles.

Also, these actions (activities or tasks) are sequenced in such a way as to lead the learner step-by-step to the desired goals. The most common vehicle for this progression is the pedagogical scenario in which the activities develop one into the other in film-like fashion. There are therefore many similarities between general projects defined as plans of action and educational projects for the C/E syllabus.

Unfortunately, these considerations fail to provide a suitable basis for the development of a rich and varied repertoire of communicative experiences. The projects falling within this definition would be a priori and linear: no provision for user input would be included. The individual, for example, who produced the instructions for assembling the toy made all of the decisions and determined, a priori, an optimal sequence for achieving that goal. He expected all of his readers to respect that sequence when assembling the toy (linear). Also, he is clearly uninterested in giving the user of the toy a chance, once the toy is completed, to step back and to try to understand the process and to generalize it to other situations. A priori and linear projects of this type would be most appropriate for novice level learners.

To be suitable for more advanced learners, an educational project must not only allow but even encourage learner input into the process; the more advanced the learner, the more desirable this input. In addition to applying what they have learned to other situations, more advanced learners should be encouraged to define their own goals, to make decisions regarding how they would like to attain these goals, or to evaluate their attainment.

A more suitable definition of an educational project for the C/E syllabus would therefore be "a unit of work involving constructive thought and action in connection with learning" (Webster's New 20th Century Dictionary). Such a definition provides the basis for the development of a repertoire of communicative experiences that is rich, varied and adaptable to the needs of a variety of learners.

Adapting projects to the age and language development of learners

In the previous section, we indicated that one way of adapting educational projects to learner needs is to encourage them to participate in the decision-making process (e.g. allowing them to choose from two or three activities, having them decide whether to work alone or in small groups). Before developing projects that foster learner input, one must consider both the cognitive development and communicative competence of the learners. No matter how advanced his ability to communicate, one should not expect much input from a six-year-old child. The same would apply to an adult with a low level of competency in the language. The art of teaching is that of harmonizing the demands we make on the learners with their abilities of the moment.

When attempting to gear educational projects to age and language proficiency, one must consider the nature of the project, its complexity, and its length. Younger learners require projects that involve concrete manipulations, whereas older learners can handle more abstract tasks and activities. Younger learners can only be expected to participate in simple straightforward projects; older learners can get involved in more complex projects. Younger learners have shorter attention spans and their interests change rapidly, they require shorter projects that last no more than two or three days; older learners can participate in projects lasting four weeks or more.

In applying the above to our three age categories, we come to the following conclusions:

1) 9-11 year-old learners require simple projects that involve some concrete manipulations. The projects should last no longer than one week and provide for learner input of a type involving stepping back and trying to understand some dimensions of the communication process and generalizing their findings to other situations,

2) 12-14 year-old learners can handle more complex projects involving a mixture of concrete manipulations and simple reasonings. The projects should last no longer than two weeks and provide for learner input at both the process (ex., learner can decide which texts to read, which activities to do to satisfy pre-defined goals) and evaluation stages,

3) 15-17 year-old learners can handle still more complex projects involving relatively abstract tasks and activities. The projects should last no longer than 4 or 5 weeks and provide for learner input at all stages of the process[13] (ex., definition of goals, selection of activities, determination of order of activities) and evaluation.

The next three subsections provide a concrete illustration of projects that could be explored with learners of different age levels. Each contains a full-blown description (objectives, output, duration, possible sequence of activities/tasks, nature of learner input) of one project and suggestions for additional projects.

Educational projects for 9-11 year olds

The following two subsections contain ideas for a pet-judging competition, a grocery-store simulation and a favorite-animal exhibit.

Detailed description of a pet-judging competition[14]

TITLE: A pet-judging competition

OUTPUT:

1) Presenting favorite pets to a group of judges with the help of visuals (photo, drawing, etc.).

2) Announcing the results and awarding the ribbons.

3) Evaluating some of the presentations.

DURATION:

Approximately 1 week.

POSSIBLE SEQUENCE OF ACTIVITIES/TASKS:

Phase 1: Contextualization

* Direct the class in a survey on their past experiences with animal fairs or exhibitions (who has attended and/or participated; where such events take place in their area; when they are held; what they might expect to see and do there). Record the information on the board.

* Inform the learners that you would like to organize a pet-judging competition in the class. Those who have pets would enter them in the competition and judges would select the best entries in the different categories: 1. cats, 2. dogs, 3. birds, 4. other.

* Find out how many learners own pets for each of the categories. Decide whether or not

all of the categories should be kept. If, for instance, 10 learners have dogs and only one learner has a bird, you may decide to eliminate the bird category altogether. Also, because many learners have dogs, you may want to break that category down into two subcategories (ex., big dogs and small dogs). This subdivision will give more pets a chance to win a prize.

* Decide who will enter the competition and who will be the judges. Since everybody must participate in the activity, all of those with pets should enter the competition; the others will judge their presentations.

* Tell the competitors that they will need to present pictures or drawings of their pets and provide oral descriptions of them for the judges. The competitors must realize that judges need precise information if they are to select the best entries.

* Tell the competitors that they will have time to work on their descriptions while the judges determine the evaluation criteria and prepare ribbons for the winners.

Phase 2: Gathering and selecting information

* Direct the class in a brainstorming activity whose purpose is to determine what kinds of information the competitors should include in their descriptions (physical characteristics, intelligence, qualities, tricks, etc.). Record their ideas on the board without comment.

* Have the learners evaluate each of these ideas from the point of view of its appropriateness to the context. (Will it help a judge decide which pet is best?) If learners disagree on the importance of one of the suggestions, put the item to a vote. Have the learners retain those which rally a majority of the votes. Have everyone record the retained items.

* Tell the learners that they will now listen to a tape on which a young boy describes his pet during a pet-judging competition. Have them listen to find out if he talks about the things that are included in their list. (They need only place a check mark next to the item in their list.)

* Have the learners share their findings with the class. Play the tape again to resolve any disagreements.

* Tell the learners that you would like them to complete their list of items to discuss. Play the tape again and have them record their findings. Have them work in pairs to compare their lists; then, have them share their findings with the class.

* The class, now, should have a complete list of item from which individual competitors will work.

Phase 3: Preparing for the competition

* Now that they know what to include in descriptions, give the learners a chance to work in pairs and to list words and expressions that could be used in the presentations.

* Have them share their findings with the class and suggest any additional expressions that might be useful to them.

* Give the competitors time to prepare the text of their presentations using the ideas and vocabulary listed. Have them work on their own.

* While the competitors are preparing their presentations, direct the judges in a brainstorming activity to identify the criteria for judging the different entries. Write their ideas on the board and have them vote for the 3 or 4 best criteria (ex., physical characteristics of the animal, interesting traits, quality of the visuals used by the competitor, competitor's delivery).

* Give the judges some time to prepare blue, red and yellow ribbons for the first, second and third place winners.

* Give the list of evaluation criteria to the pet owners before the competition so that they can prepare themselves accordingly. For example, they might want to rehearse their presentations with a tape recorder.

Phase 4: The competition

* On the first day of competition, place the names of the competitors in a hat. Have someone select them at random to indicate the order of the different presentations.

* As the different competitors present their pets to the class, make a tape of their presentations.

* At the end of the first round of competition (ex., the large dogs), have the judges decide on the three winners. One of the judges could announce the results and award the ribbons. The second runner-up gets a yellow ribbon, the first runner-up gets a red one and the winner gets a blue ribbon.

* Repeat phase 4 for each of the different pet categories, i.e. small dogs, cats.

Phase 5: After the competition

* Tell the learners that they will listen to a few of the descriptions on the tape. They must concentrate on the usefulness of the information given by the participants and answer questions like "Does the competitor say things that are useless to the judges?" "How could his presentation be improved?"

* Give those whose presentations are discussed a chance to describe what they learned from the experience, how interesting the activity was and how satisfied they are with their own productions.

NATURE OF LEARNER INPUT

Learners are encouraged to give their input at different times during the learning process:

1) at the very beginning, they describe their past experiences with animal fairs,

2) pet owners decide whether or not they wish to enter their pets in the competition,

3) learners indicate what types of information to include in their descriptions and determine the criteria for determining winners,

4) the judges (not the teacher) evaluate the presentations and award the ribbons,

5) learners evaluate the interest of the activity and what they have learned.

Suggestions for additional projects

Among the many projects that could be developed for 9-11 year olds, the following two are particularly interesting.

PROJECT 1: THE GROCERY-STORE: A SIMULATION.

To prepare for the simulation, you'll need pictures of foods taken from circulars and newspapers. You can use these to teach basic vocabulary and to get learners to talk about the foods that they prefer. Then, over the next few days, have learners keep a record of the foods that they eat. Have them evaluate their eating habits with the help of the "Guide alimentaire canadien". Have them share their findings with the rest of the class.

Create a grocery store in your class. Have learners provide empty containers (ex., cereal boxes, canned goods, cookies, etc...). For non-prepared foods (ex., fruits, vegetables, meats), tape pictures of these foods on paper plates and label them. Arrange these items in grocery-store fashion in some corner of the class. To complete the grocery store atmosphere, have the learners get into small groups to work on the following tasks: identifying the name of the store and preparing an appropriate sign to hang outside, preparing signs for the windows; preparing price lists; preparing ads to present on the intercom; etc...

Give the learners a chance to participate in the following role plays:

Role Play 1: It's your teacher's birthday next week. Your class-mates want to organize a little party for her. They've asked you to buy the snacks. You are in the grocery store with one of your classmates. You want to buy candy, potato chips and coke; your friend suggests healthier foods.

Role Play 2: You are at the grocery store with a friend. There's a barbecue at your house this afternoon and your father has asked you to do the shopping. You select the items and, when it's time to pay for them, you suddenly realize that you don't have enough money. You have to eliminate something.

Prepare tape recordings of the different skits.

After the simulation, have the learners listen to the tape and evaluate what was said. Have them talk about how much they enjoyed participating in the simulation. Have them summarize what they learned about nutrition and how this will affect their future snacking habits

PROJECT 2: A FAVORITE-ANIMAL EXHIBIT

Give the learners a chance to make drawings of their favorite animals. Have different learners present their drawings to the class and identify the animal in question. Write the words on the board. Tell the learners that you'd like them to organize an exhibit to highlight two or three of these animals. Find out which ones interest them the most.

Select one of the animals and have the learners tell you everything that they know about that animal (how to care for it, what it eats, where it lives, general characteristics). Record that information on the board.

Repeat the procedure for each of the other animals.

Have the learners get into groups to prepare their presentations. Each group must present only one animal. The presentation can take a variety of forms: a large poster, a booklet, a comic strip, etc... Have each group decide which form they would prefer, what information they would like to include in their creations and the types of visuals (drawings, magazine pictures, photos, etc...) that they will need.

When all of the projects have been completed, have the learners present them to the class. Have the class vote for the best presentations.

After the exhibit, have the learners describe what they learned about animals and about the language.

If possible, you might want to get a hamster for the class and organize a series of activities in which learners learn how to care for the animal.

Educational projects for 12-14 year olds

During the second year of the National Core French Study, the C/E syllabus task force produced a teaching unit entitled "Initiation au voyage". This unit, piloted in 7 provinces during the 1986-1987 school year, provides a good illustration of a project for 13-14 year olds.

The following two subsections contain another detailed project, a learner exchange, and suggestions for additional projects.

Detailed description of a learner exchange

TITLE: The learner exchange: a simulation.

OUTPUT:

1) Preparing a taped introduction of oneself to find an appropriate exchange partner.

2) Preparing a tape containing information on some places that are popular with learners in one's area.

3) Preparing a booklet containing drawings of the different hot spots to accompany the taped guide.

DURATION:

Approximately two weeks.

POSSIBLE SEQUENCE OF ACTIVITIES/TASKS:

Phase 1: Contextualisation

* Direct the class in a survey on their past experiences with learner exchanges (number of learners who have personally participated in student exchanges, types of exchanges, length of exchanges, activities, etc...). Write the information on the board.

* Inform the learners that they will participate in an exchange with some learners from another class; tell them that these learners live in another town and may pay them a visit. Before coming to your town, however, each learner must have an exchange partner and must know a few things about your town.

Phase 2: Selecting an exchange partner (a simulation)

* Tell the learners that they will hear a tape of four francophones introducing themselves; tell them that these teenagers also want to participate in the exchange.

* Direct the class in a brainstorming activity in which they tell you what kind of information the first speaker will probably include in his introduction (ex., name, age, name of school, grade, physical description, likes and dislikes, information about family). List all of their suggestions on the board. Do not evaluate them; simply record them.

* Play the tape of the first introduction and have the learners check off the items that they hear on the tape. (Your purpose here is to determine whether or not the learners can get the gist of what is on the tape; you're not looking for specifics.)

* Have the learners share their findings with the class. If there are any disagreements, play the introduction again and see if the learners can't resolve them on their own. If they still cannot agree, provide the answer yourself.

* If the learners have not been able to anticipate some of the important categories of information (ex., likes and dislikes), have them listen to the first introduction again and identify them. Have them share their findings with the class. Add these new categories to the list on the board.

* Present the following situation: Peter is 13 years old. He is very tall for his age. He likes all kinds of sports, but his favorite sport is basketball. He is a very good basketball player. He is looking for an exchange partner who shares his interests and abilities.

* Tell the learners that they are going to listen to the four introductions; they must select an exchange partner for Peter.

* Play the tape and have them record the appropriate information for each of the learners. Have them select the best candidate.

* Have a few learners share their findings with the class. Have the class vote for the best candidate.

* Tell the learners that they will listen to the four introductions again. This time, they must imagine that they need an exchange partner. They need someone who is as similar to them as possible.

* Play the tape and give the learners some time to indicate, for each learner, the things that they have in common with him or her.

* Have them count the similarities and identify the speaker who is most similar to them. Have a few learners share their findings with the class.

Phase 3: Preparing a taped introduction

* Tell the learners that it is their turn to prepare taped introductions of themselves. Direct the class in a brainstorming activity in which they list the words that they will need to describe themselves. Record as many words as necessary for each of the categories of information listed in phase 2.

* Have them get into 5 or 6 subgroups (4-5 learners per subgroup). Give each subgroup a tape recorder and plenty of time to prepare a tape of each learner's introduction.

* Take the 5 or 6 tapes into another class; divide the class into subgroups and have each listen to a different tape. Have each learner select his exchange partner from the tape.

Phase 4: Listening to a guide

* Tell the learners that one of the boys on the tape is going to talk about his favorite hot spot.

* Ask the learners to prepare a list of places that might be described (ex., a beach, a sports center).

* Play the first few seconds of the tape and ask the learners to identify the name of the place and the type of place (ex., Le complexe sportif de l'Université de Sherbrooke). Have them share their findings.

* Give the learners a list of the categories of information that might be discussed on the tape (its location, a description of the building, activities to do there, why the person likes it, the cost, scheduling information).

* Have them listen to the tape and check off the information that is actually presented on the tape (ex., why the person likes it, its location, activities to do there).

* Tell them that they are going to hear two more learners talking about their favorite places. Give them a handout with, in mixed order, the name of the places and a list of different activities.

* Play the tape and have them associate the activities with the places. Have them share their findings with a few classmates.

* Have them decide which place would interest them the most. Have them listen to the tape again and identify the reasons why the speaker likes the place that they have chosen.

* Have a few learners share their findings with the class.

Phase 5: Preparing a guide to their favorite hot spots

* Tell the learners that it is their turn to prepare a guide to their favorite hot spots. Direct the class in a brainstorming activity in which they list the words and expressions that they will

need to describe these places. Record as many words as are necessary for each of the categories of information listed in phase 2.

* Give the learners a few minutes to prepare a short description of their favorite "hot spot".

* Give them some additional time to prepare a drawing of the place.

* Have them get into their subgroups. Give each subgroup a tape recorder and give the learners plenty of time to prepare their tapes. Each learner must introduce hisfavorite place. (Make sure everyone talks even though some of them may have chosen the same place.) Have them create a booklet by putting all of their drawings together. Encourage them to prepare a cover for the booklet and a map of the area with the specific location of each of the hot spots.

* Take the 5 or 6 tapes plus booklets of drawings into another class; divide the class into subgroups and have each listen to a different tape. Have each group select two places that they like the most.

* Have the learners in group B present their choices to their own class.

* Place the different booklets on the wall. Have the learners look at them and vote for the best one. Have them discuss their preferences.

NATURE OF LEARNER INPUT:

The learners are encouraged to give their input at different times during the learning process:

1) at the very beginning of the unit, in a phase we might call RELATING TO ONE'S PAST EXPERIENCE in which the learners describe their personal experiences with exchanges

2) before actually hearing a tape or reading a text, the learners ANTICIPATE what they will likely hear or read using the description of the context that is given by the teacher; what they anticipate provides the basis for the listening that follows (ex., in phase 2, the learners made suggestions about the type of information taped introductions should contain; in phase 4, they made suggestions about the types of places learners like themselves might want to recommend to other learners)

3) in one of the suggested COMPREHENSION OF DETAILS activities, the learners were asked to select a place that would interest them; they were then asked to concentrate on the information presented in that description; they did not have to pay attention to the other description

The authentic materials in this type of experiential learning not only provide the basis for preparing learners for the real world ("C'est par le biais des documents authentiques utilisés

en classe de langue étrangère que l'accès à diverses variétés linguistiques est facilité" Desmarais, in Boucher et al., p. 59), but they also reflect the parameters of the situations for which they were created. Because the situations are familiar, it is possible to base an examination of these documents on the learners' own familiarity with the situations that generated these documents.

Suggestions for additional projects[15]*:*

Among the many projects that could be developed for 12-14 year olds, the following three are particularly interesting.

PROJECT 1: STARTING A FAN CLUB.

The learners participate in a class survey whose purpose is to identify their tastes in music and their musical abilities. The results are compiled with an eye to producing a profile of the typical learner in that class.

In the first part of the project, the learners listen to some music in French and they read what their francophone peers think of that music. Their evaluations are used to develop a list of criteria for evaluating music. Each learner then selects the criteria that he considers important and adds any others that may have been overlooked. The learners use these to evaluate other records; a few of the learners present their conclusions to the class.

In the second part of the project, the learners read letters in which teenagers describe how much they like different rock groups (the letters could be taken from popular rock magazines like *WOW!)*. The learners then write letters about their own favorite groups for inclusion in further issues of the magazine.

The project might end with the learners organizing a fan club. This involves finding pictures of their favorite rock stars, preparing posters and including in them statements about what they appreciate about these artists and their music.

PROJECT 2: ON BECOMING A GOOD CONSUMER.

The learners participate in a class survey whose purpose is to identify their shopping habits.

In the first part of the project, the learners read a short text on the rights and

responsibilities of a consumer. They use the information to prepare an illustrated brochure for learners in other classes.

In the second part of the project, the learners read ads that offer free things. They describe what they have to do to get the so-called free things. They prepare a comic strip in which they illustrate how one boy thought he was getting something for free but didn't. They include this in their brochure for learners in other classes.

The project ends with the learners comparing their creations and voting for the best one.

PROJECT 3: WORKING PART-TIME.

The learners participate in a brainstorming activity whose purpose is to prepare a list of the various types of part-time jobs available to learners their age. This is followed by a survey of their own experiences with part-time work.

In the first part of the project, the learners listen to a simulated call-in radio program where learners talk about their jobs, how much money they earn, what their responsibilities are, the difficulties and advantages of their jobs and what they do with their money. This provides the basis for learners selecting part-time jobs that they might like to do.

In the second part of the project, the learners read profiles of learners who started their own businesses (one of them puts on puppet shows for other learners, one creates greeting cards and sells them door-to-door, one has his own donut delivery business). This provides the basis for a brainstorming activity in which the learners identify other types of businesses they might create.

The project might end with learners selecting one business and preparing descriptions of what they would do to produce and sell their products and/or services.

Educational projects for 15-17 year olds

During the last year of the N.C.F.S., an ad-hoc committee developed an integrated teaching unit on entrepreneurship. This unit, geared to grade 10 learners, was piloted in the 1988-1989 school year. It provides a good illustration of a teaching project for 15-17 year old learners.

The following two subsections contain ideas for additional projects: the job search and some other ideas .

Detailed description of the job search

TITLE: The job search: a simulation.

OUTPUT:

1) Preparing a short job-related description of oneself (interests, preferences, work experience, non-job related experience, skills).

2) Participating in a role play involving a potential employer and someone interested in getting information about a Help Wanted Ad in a newspaper.

3) Preparing a list of Do's and Don'ts for job interviews.

DURATION:

Approximately 4-5 weeks

POSSIBLE SEQUENCE OF ACTIVITIES/TASKS:

Phase 1: Contextualisation

* Have the learners answer the following questions about themselves:

- why they might want to find a part-time or summer job,
- how they might go about getting them,
- their own experiences with job hunting.

* Call attention to the fact that some learners always seem to find summer jobs whereas others never do. Tell them that it takes more than sheer luck to find a summer job; it requires some basic job searching skills. Tell them that, in the next few weeks, they will discover some skills that will make it easier for them to find employment next summer and when they finish high school.

Phase 2: Self-assessment (a simulation)

* Tell the learners that before they go on a job hunt, they should get to know themselves a little better.

* Direct the class in a brainstorming activity in which they list the kinds of information that they think they should collect about themselves. Record these on the board.

* Give the learners a copy of a self-assessment questionnaire prepared by the federal government. Have them check off the categories of information that they listed.

* Direct the class in a discussion on the importance of the other things that they did not anticipate.

* Go over the questionnaire with them, answering any questions they might have about vocabulary. Rather than give them the meaning of an unfamiliar word, have them try to guess it from the context.

* Give the learners a few minutes to complete the questionnaire for themselves.

* Have them compare their answers with a few classmates.

* Have them prepare a short description of themselves using the information in the questionnaire.

Phase 3: Exploring the job market

* Direct the class in a brainstorming activity in which they list the different things one can do to identify jobs.

* Tell them that one of the major sources of information is newspaper want ads. Show them two types of want ads (help wanted & jobs wanted). Have them identify the nature of each.

* Give them a few help wanted ads and have them identify the type of information contained in these ads. Have them do this in groups. When they have finished, have them compare their findings with a few classmates and add any information they may have overlooked.

* Tell the learners that Peter is interested in one of the jobs, but the ad doesn't give him enough information. Have them read the ad and identify questions that Peter might want to ask the employer.

* Have them listen to a tape in which Peter is talking to the employer over the telephone. Have them check off the questions that they anticipated.

* Have them listen again and find answers to their questions.

* Have the learners look through the ads again and list the different types of jobs offered. Have each one select a job that might interest him or her.

* Have them examine the ad and complete a chart (description of the job, qualifications, how to apply). Have them share their findings with a few classmates.

* Have them prepare a list of questions that they would like to ask the employer.

* Have them get into pairs and role play telephone conversations between themselves and a potential employer. Encourage them to ask the questions that they identified. Have the "employers" use their imagination to provide answers.

* Tell them that many jobs are never advertised in newspapers. Tell them that they are about

to read an article that describes other strategies to use to find jobs. Tell them to skim through the article and to prepare a list of strategies.

* Using these ideas as headings, have them read through the article and to take notes about what to do for each of them.

* Have them use the information to plan their own job-search strategy.

Phase 4: Approaching the employer

* Tell the learners that knowing how to approach an employer is just as important as identifying him or her. There are certain basic rules of behavior that must be respected.

* Give the learners a page of humorous pictures in which job applicants behave in a way that is unacceptable (ex., poorly dressed, chewing gum, late for the appointment, criticizes former employer). Have the learners examine the pictures and identify what proper behavior should be adopted.

* Give them some time to produce a list of Do's and don'ts for the interview.

* Give the learners a Help Wanted Ad and ask them to complete a chart with information in the ad (nature of work, qualifications, conditions). Tell them that three people will be applying for the job. They must select the best candidate. They will do this by looking at the qualifications of each candidate and his verbal behavior during the interview.

* Have them listen to the three job interviews. Have them take notes on the verbal behavior of each of the applicants. Have them decide which ones would be most suited for the job.

* Have them select a candidate that interests them. Have them listen to the tape again and prepare a list of qualifications for that candidate.

* Have them share their findings with the class and have the learners vote for the best candidate.

Phase 5: Keeping the job

* Tell the learners that it is not enough to get a job, it is also important to keep it.

* Present a picture story that contains three parts: the job interview, on the job, the lost job.

* Have the learners examine the first part of the story and list the reasons why the girl got the job (there are plenty of clues in the story itself and in the text below it). Have them share their findings with the class.

* Have the learners examine the second part of the story and look for clues that can help them evaluate her performance on the job. Have them share their findings in pairs.

* Have them listen to interviews with her co-workers and have them collect additional facts about her job performance.

* Have the learners complete the following statement: "I think that the girl should/should not have been fired because....."

* Have them share these findings with their classmates.

Phase 6: Last impressions

* Have them examine their responses to the first activity in phase 1 and indicate whether they would answer any differently now that they have explored various dimensions of creative job searching.

NATURE OF LEARNER INPUT:

The learners are encouraged to give their input at different times during the learning process:

1.) at the very beginning of the unit, in a phase we might call RELATING TO ONE'S PAST EXPERIENCE in which the learners describe their knowledge about how to find part-time jobs and their personal experiences in this area.

2.) before actually hearing a tape or reading a text, the learners ANTICIPATE what they will likely hear or read using the description of the context that is given by the teacher; what they anticipate provides the basis for the listening and reading that follows (ex., in phase 2, they anticipate the kinds of questions that Peter might want to ask the employer; in phase 4, they produce a list of Do's and don'ts which provides the basis for analyzing a job interview on tape).

3.) before undertaking certain COMPREHENSION OF DETAILS activities, the learners are asked to select which text they will read or listen to; they are then asked to concentrate on the information presented in that description; they do not have to pay attention to the rest (ex., in phase 2, each learner selects a job that might interest him or her and looks for details in that ad; in phase 4, the learners select an interesting candidate and focus on his job interview).

4.) the learners are encouraged to use elicited information to solve real-life problems,

5) at the end of the teaching unit, the learners are encouraged to describe what they have learned about the topic.

Suggestions for additional projects[16]

PROJECT 1: YOU AND THE LAW; A MOCK TRIAL KIT.

The learners answer a questionnaire which tests their knowledge of the law and how it affects teenagers.

Before beginning the project per se, the learners read some newspaper articles on

teenagers who broke into a school and stole some end-of-year exams. They get additional information about the crime by listening to police interviews with the interested parties. These activities provide a context for what follows.

In the first part of the project, the learners read an official government publication on the YOA (Youth Offender's Act). They learn what the YOA is and what the law says about what happens when a young person is arrested for a crime. They then apply this to the case of the stolen exams.

In the second part of the project, the learners examine the roles of the lawyers (Counsel for the defence, Crown counsel) and of the trial judge. They apply what they learn to the preparation of the trial.

After the learners have gone through the different units, they re-examine what they thought they knew about the law and they describe what they learned.

The project might end in one of two ways:

1. the learners might actually produce a mock trial on the case of the stolen exams. To help them do this, the participants are given a comic strip which describes step-by-step what happens during a trial. It includes useful expressions for the judge and the lawyers.

2. the learners might be asked to determine some just punishment for the students who stole the exams. Criteria for establishing the punishment would be provided.

PROJECT 2: IN SEARCH OF HEROES

The learners answer some questions in which they provide information about people that they admire. Their answers lead them to describe what they consider to be a hero.

Before beginning the project per se, the learners read an ad that invites them to "Participate in the Search for Authentic Heroes". It asks them to prepare descriptions, stories, comic strips or collages of their heroes. The ad provides a context for what follows.

The teaching unit is divided into four parts each focusing on a different definition of a hero. The first lesson focuses on ordinary people who risk their lives to save others; the second focuses on people who have unusual abilities; the third on famous Canadians; and the fourth on people who have made important contributions to mankind, who have changed the way we think and live. As they learn about the different heroes, the learners are asked to make up their own minds about what constitutes a hero.

After the learners have gone through the different lessons, they re-examine their initial impressions and they describe what they learned.

The project might end in one of two ways:

1. the learners might produce a trivia game which focuses on heroes. They prepare question cards and game rules and they submit their game to the organizers of the search,

2. the learners might produce biographies of their own heroes. The class would then vote for a class hero.

PROJECT 3: THE FAME GAME.

The learners look at a picture of a famous rock star and they use their imagination to prepare a description of different facets of that person's life (house, cars, love life, friends, money, travel). They also indicate whether or not they would like that type of life.

In the first part of the project, the learners read a series of short vignettes of the type found on "Lifestyles of the Rich and Famous". This is the glamorous side of the lives of famous people.

In the second part of the project, the learners learn about the not so glamorous side of their lives.

After the learners have gone through the different units, they evaluate their initial impressions regarding the lives of famous people as well as their personal interest in experiencing such a lifestyle.

The project ends with the learners writing a short imaginary history of their attempts at stardom. This is prepared in the following way. The learners are given a board game containing blank spaces and spaces labeled LUCKY BREAK or TOUGH BREAK. Before playing the game, they have to produce all of the luck cards (the good and the bad) using information from the texts that they read or heard. Once they have the cards, they play the game in groups of 4 or 5. Every time a player falls on a luck card, he must keep it: the card provides an indication of the direction of his career. The game ends when someone reaches stardom (i.e. reaches the end of the board). Using the luck cards collected, everyone prepares a written description of his own career.

Chapter 8

EVALUATION IN THE C/E SYLLABUS

This section provides a brief introduction to evaluation as it relates to the C/E syllabus. It begins with some comments on the importance of developing tests that do more than measure mastery of discrete elements of the language and leads into a discussion of the types of testing procedures needed in the C/E syllabus.

It is not our purpose, however, to discuss matters of validity and reliability or to deal with the broader issues of formative vs. summative evaluation. These are examined in the report of the Research and Evaluation Task Force (Harley *et al*, 1989).

New evaluation procedures are needed

Over the years, tests that provide objective measurement of discrete elements of the language have been the norm.

Il s'agissait en somme de trouver un certain nombre d'éléments linguistiques aussi représentatifs que possible de toute la langue et de poser à l'apprenant des questions sur ces éléments. L'hypothèse sous-jacente à cette approche était que si le candidat pouvait résoudre les problèmes posés, il pouvait

aussi résoudre les autres problèmes de la langue. Le critère de sélection des éléments linguistiques à tester était la comparaison entre les caractéristiques de la langue cible et celles correspondantes de la langue maternelle. On trouvait ainsi trois types de contenus: ceux qui étaient particuliers à une des deux langues (par exemple, au plan des sons pour l'anglophone, le son "ain" de bain), ceux qui se trouvaient dans les deux langues mais sous des formes qui risquaient de causer de l'interférence (le son "r"), et ceux qui étaient à peu près équivalents (le son "k").

(LeBlanc et Bergeron, 1986, p. 130)

This type of evaluation was appropriate in a context where the focus is the teaching of discrete elements of the language system.

The C/E syllabus emphasizes participation in authentic communication situations and gives the learner a chance to get personally involved, to take some initiative, etc. No allowance is made for discrete point teaching. New reasonings and evaluation techniques that reflect the authenticity of communication are therefore required. According to Canale (1979), such tests must

> ... be devoted not only to what the learner knows about the second language and about how to use it (competence) but also to what extent the learner is able to actually demonstrate this knowledge in a meaningful communicative situation (performance). (p. 62)

This view of testing has implications both for the choice of what to test and how to test it. For example, if a teacher wishes to test reading ability, he needs to decide which text to present and how to get learners to read it. For the purposes of the C/E syllabus, the text should be authentic (e.g. a travel brochure) and the task should be one that involves "a meaningful communicative situation" (e.g. making travel decisions).

If a teacher wants to determine whether or not learners can make travel decisions with an unfamiliar travel brochure, the following test procedure might be proposed.

> Select a travel brochure that the learners have never seen before (ex., La Ronde, an amusement park in Montreal). Tell the learners that
>
> "Paul wants to visit La Ronde, an amusement park in Montreal. He hopes to spend a few hours there on Saturday morning. He's got $10 to spend."
>
> Give every learner a copy of the brochure and ask them to decide whether or not it would be feasible.

In exploring the brochure, learners will discover, for instance, that the admission price is more than $10 and that the park does not open until 11 o'clock on Saturday morning. They should therefore conclude that Paul cannot go to La Ronde: he doesn't have enough money for admission. And, even if he could get in, he could only spend an hour there on Saturday morning.

If learners can successfully complete this task, one can conclude that they understand the key parts of the brochure as they relate to the situation. The procedure therefore measures performance.

Of course, this is only one of many possible situations in which a travel brochure can be used. It encourages the learner to adopt the point of view of someone who has decided to go to La Ronde and measures his ability to use this travel brochure to make specific travel plans. The situation clearly limits reading to a search for information on cost and scheduling. To measure comprehension of other parts of the brochure (e.g. information about what to do and see at La Ronde), other situations would be required. The following test item reflects one of them:

> Select a travel brochure that the learners have never seen before (ex., La Ronde, an amusement park in Montreal). Tell the learners that
>
> "Paul wants to visit La Ronde, an amusement park in Montreal. He hopes to convince his girl friend, Judy, to go with him. But Judy has never heard of La Ronde."
>
> Give every learner a copy of the brochure and ask them to prepare a written statement in which Paul tries to convince Judy to join him. Tell them to focus on the variety of things to see and do there.

This test item requires learners to adopt the point of view of someone who has never heard of La Ronde (although Paul is familiar with La Ronde, he must put himself in Judy's place to find information that would convince her to go there). It measures their ability to use this travel brochure to find information of interest to someone with no knowledge of the attraction. To do this, they must look for words that describe interesting activities and sights,

pay close attention to the information presented in the pictures and captions, and explore the meaning of eye-catching phrases in bold. Although this test item also measures the ability to understand key parts of the brochure, it focuses on parts of the document that were neglected by the other test item.

The examples above illustrate how a test maker can develop techniques for measuring learning in the C/E syllabus. Since his purpose is to provide a context for authentic language use, a test maker can find inspiration in how communication occurs in the real world. If, for example, he wants to present a travel brochure, he needs to consider how readers, in the real world, try to relate such texts to their needs and interests. Having identified a variety of needs for a given brochure, a test maker can select the one that best reflects the objectives of the program and his own purposes.

Should the test maker conclude that no single technique would suffice, he might consider developing a scenario in which learners would examine the same brochure two or three times. Each time, a different situation would be presented and learners would be required to adopt a different point of view. The following is an example of a possible scenario for the reading of travel brochures:

ON VACATION IN MONTREAL

1. Paul wants to visit La Ronde, an amusement park in Montreal. He wants to convince his girl friend, Judy, to go with him. But Judy has never heard of La Ronde. Study the brochure and prepare a written statement in which Paul tries to convince Judy to join him. Focus on the different activities and sights.

_____

_____

_____

2. Paul and Judy have some free time on Saturday morning. They would like to spend a few hours at La Ronde. They have $25 to spend. Can they go? Explain.

_____

_____

The scenario sometimes provides an effective means of getting learners to demonstrate their skills more fully. In this case, most of the key aspects of a travel brochure are being explored.

Scenarios lend themselves nicely to the development of tests that emphasize a variety of communication skills. For example, one might invite learners to participate in a simulated student exchange involving listening, speaking, reading and writing. The test might begin with the learners listening to a tape of two students introducing themselves and identifying information that would help them select one of these students as an exchange partner. After choosing a partner, the learners might be asked to write a letter of introduction to that student. The next step might be to get them to read some advice from the organizer of the exchange outlining different things to do to prepare for the trip. This could provide the basis for developing a list of Do's and don'ts. Finally, students might be given a copy of a proposed program of activities and asked to prepare tapes in which they describe what they like or do not like about the program.

The types of testing procedures needed

We have just seen the importance, for a C/E syllabus, of devising tests that measure performance. We indicated that a good way of doing that was to place learners in situations that resemble those they might encounter in the real world. We also emphasized the value of using scenarios to achieve this goal.

Two aspects of evaluation have not been considered in that discussion: the role of the learner and the evaluation of experience. Each of these needs to be examined to provide a comprehensive overview of evaluation as it applies to the C/E syllabus.

Role of the learner

The C/E syllabus places the learner squarely at the center of the learning process. On the one hand, it promotes the use of techniques which give learners a chance to develop language skills through exposure to the language and participation in authentic communication situations. On the other, it encourages learner input at different stages into the learning process. Learners are given a chance to describe personal experiences, they are taught to use their knowledge of the world and of communication in their own language to come to terms with messages in the target language, and they are even encouraged to make decisions about what they would like to do (e.g. which text to read) and how they would like to do it (e.g. what they want to look for in their chosen text).

Given this emphasis on the learner, it seems only natural to assume that the learner should be given the right to participate in the evaluation process. Learners should not only be encouraged to evaluate their own learning, they should also be given a chance to influence the

direction of teaching. If, for example, learners feel that they have had too little exposure to travel brochures, they should be given a chance to decide whether or not they would like additional exposure and when such exposure should occur.

One way of ensuring learner participation in the evaluation process is through the use of self-evaluation grids like the following.

MY ABILITY TO USE TRAVEL BROCHURES IN FRENCH			
	TRUE	FALSE	?
I can use the travel brochure on La Ronde to plan a visit there.			
* I can find information about the things to do there			
* I can find information about schedules			
* I can find information about prices			
* I understand the verbs that describe what to do there			
* I understand the vocabulary of schedules			
* I understand the vocabulary of prices			
I could probably use unfamiliar travel brochures to plan travel experiences.			
I would like more exposure to travel brochures.		YES	NO
I think the following activity might help me improve my understanding of travel brochures.			

In this case, the learner is given a chance to describe his likely performance with familiar and unfamiliar travel brochures. He is also asked to indicate where the likely problems would be - identifying the information or understanding the vocabulary - and what he would like the teacher to do.

The use of grids is, of course, only one of many ways in which self-evaluation can be handled. Another equally valid way might be to give learners some responsibility for evaluating their peers. In this context, learners who have mastered certain objectives might be asked to evaluate those who have not. This would be particularly useful in the evaluation of oral production (production and negotiation).

Evaluation of content

Another aspect of evaluation that is likely to be overlooked is experiential content. The C/E syllabus not only emphasizes the development of learner abilities to "act as receivers, negotiators and producers of messages in a variety of communicative situations", it also seeks to enrich their life experiences through controlled interaction with the environment. This means that tests will need to be devised to evaluate the new knowledge that the learners will have acquired as a result of that interaction. Such tests were produced by the authors of *Initiation au voyage* and focused on what learners had learned about the strategies involved in planning travel experiences. Testing procedures such as those used in other subject areas will therefore need to be examined and the results included in learner scoring.

Although the C/E syllabus does not seek to modify behaviors and attitudes regarding the different fields of experience, one should develop evaluation procedures that enable learners to re-evaluate their traditional behaviors and attitudes as suggested in the following terminal experiential objectives.

> 3.2 BEHAVIORS
>
> The learner will, in light of the newly acquired knowledge, re-evaluate his usual behavior in relation to a variety of fields of experience.

> 3.3 ATTITUDES
>
> The learner will, in light of the newly acquired knowledge, re-evaluate his attitudes in relation to a variety of fields of experience.

The self-evaluation techniques described above might once again be of value here.

Chapter 9
SYLLABUS INTEGRATION

In developing the N.C.F.S., Stern repeatedly stated his belief in the equality of each of the four syllabuses, each one contributing in its own unique way to the enrichment of Core French. He also emphasized his conviction that each one could, at different times, be given a dominant role to which the others would contribute. Poyen, in a letter to the provincial representatives (May 7, 1986), summarized his position regarding the weighting of the different syllabuses:

> ...the following three points have been made by David Stern: (1) I do not see the four syllabuses as representing 25 percent each throughout the Core French course in a mechanical kind of way. (2) What I am certain of is that the weight that is currently being given to the language syllabus as the main and practically only center of activity would have to be reduced, if the other three syllabuses are to make a genuine contribution. If communicative, cultural, and general language activities are to occur there would have to be a marked shift towards these other syllabuses. It would mean less drill and other formal practice and more use of French for some purpose, the other syllabuses offering the purpose and at the same time

greater educational benefit. (3) I can also see that the right kind of balance between the four syllabuses could be achieved by shifting the emphasis from one syllabus to another at different phases of the French course. It is obviously an important issue which will become clearer when we see the content of the different syllabuses and can get some 'feel' for how they would most fruitfully combine.

It is not our purpose here to provide a compelling well-balanced picture of how the four syllabuses might be combined into the well-integrated multidimensional curriculum that Stern envisaged. Our intentions are somewhat more modest, seeking only to illustrate how such an integration, biased in favor of the C/E syllabus, might be effected. In short, we hope, in this discussion, to illustrate how the different syllabuses might enrich the pedagogical scenarios provided by the C/E syllabus.[17] It is expected that the other task forces will do the same, thus providing the basis for a more comprehensive perspective on the issue.

There are dangers inherent in adopting such a narrow perspective in this discussion. The two most obvious are:

- presenting too narrow a view of the work of the different task forces and thus misrepresenting their goals and accomplishments,

- leading the reader to conclude that one or the other of the syllabuses is of secondary importance.

We have, in other sections of this document, refrained from describing and interpreting the work of the other task forces for fear of falling into one of these traps. It is therefore not without considerable trepidation that we embark on such a venture here. Consequently, we beg the reader to keep our comments in perspective, never forgetting that our purpose is to contribute to the understanding of how the other three syllabuses might be related to our own. We invite the reader interested in a more comprehensive discussion of the issues to consult the project director's final report.

This section is divided into two parts: a description of the relationship between the C/E syllabus and its partners in the multidimensional curriculum and a short overview of the implications of these findings for syllabus integration.

Relationship between the different syllabuses

This subsection is divided into 3 parts each focusing on how the different syllabuses might contribute to the enrichment of teaching materials and programs based on experiential learn-

ing: contributions of the language syllabus, contributions of the culture syllabus, and contributions of the general language education syllabus.

Contributions of the language syllabus

It is generally agreed that, like the two sides of a coin, the C/E and language syllabuses constitute two dimensions of the same reality. Each approaches learning in its own fashion, the latter emphasizing conscious learning of discrete elements of the language system and the former skill development through participation in communication situations.

In proposing that the C/E syllabus provide the basis for the development of teaching materials[18], one recognizes the fact that, even within the confines of a second language class, language acquisition can be ensured, at least in part, without conscious attention being paid to the language itself. Although this contradicts the widely-held and frequently-voiced opinion that the sole purpose of the C/E syllabus is to ensure practice of specific elements of the language syllabus, it does correlate well with recent findings on language acquisition[19] to the effect that some things are best acquired through exposure whereas others need to be presented and practiced consciously.

In attempting to integrate these two syllabuses, one needs to provide a context where each is given a chance to contribute in its own way and according to its own potentialities to the general goal of language development. The C/E syllabus, for example, provides a means for developing skills globally; it cannot perform effectively if it is dominated by a syllabus geared to discrete point learning. Because of this, the C/E syllabus provides a natural basis for lesson development.

But what is the role of the language syllabus? The language syllabus can contribute to scenarios in two important ways. First, it can play the role of a linguistic policeman whose job is to ascertain whether or not and to what extent learners are exposed to those linguistic forms that are considered important. It is only logical to assume that, though exposure alone may not guarantee acquisition, a language learner only acquires those aspects of a language to which he is repeatedly exposed; conversely, the learner cannot acquire things to which he is never exposed. Materials developers need to consider these facts when selecting texts, tasks, and activities for their scenarios; the language syllabus can provide the means for doing so effectively.

There are limits to how much someone can learn through simple exposure to the language. Some dimensions of language do require conscious study and practice; even those that do not require it may elude learners on occasion. On the one hand, conscious attention to language can help a learner fine-tune his comprehension of oral or written texts presented

experientially; on the other, it can help a learner improve the grammatical accuracy of his oral and written productions. The language syllabus can therefore provide the basis for introducing refinements in a learner's communicative ability at both the receptive (grammar for comprehension) and expressive (grammar for expression) levels.

Given what has just been said, it seems evident that both syllabuses play complementary roles. The language syllabus determines to what learners need to be exposed and the C/E syllabus defines, to a great extent, how that exposure is to be ensured. In addition, the language syllabus provides the basis for enriching comprehension and expression.

Contributions of the culture syllabus

In the second year of the N.C.F.S., the C/E task force produced a teaching unit titled "Initiation au voyage". Much of the unit was built around authentic texts - travel brochures, ads, recorded messages, etc. - and presented information about Montreal and Quebec City that clearly reflected the general orientation of the culture syllabus, to teach facts about "la francophonie". Although the unit was prepared by the C/E task force, it could just as easily have been developed by their colleagues in the culture task force. "Initiation au voyage" provides a clear example of how the C/E and culture syllabuses can be integrated with little or no effort.

Regular ties between the C/E and culture syllabuses would, however, be impossible to maintain. In some cases, only parts of a teaching unit may lend themselves to syllabus integration. The authors of "Se lancer en affaires avec un jeu[20]", for example, presented short texts on "la francophonie" and invited learners to use the information in these texts to produce an original game. Although this link with the culture syllabus was not essential to the communicative experience - learners could have been encouraged to produce other types of games - the authors made a special effort to establish such a link. They were, however, unable to maintain it throughout the unit.

A cursory examination of the content (fields of experience) of the C/E syllabus leads one to conclude that sometimes, it would be impossible to focus on culture in an experiential teaching unit. Attempting to introduce a cultural element in a unit on "la protection des animaux", for example, might strain the learner's credibility and make the unit less interesting or it might detract from the general goal of the unit. Unless one can establish a natural link between the C/E and culture syllabuses, it would be preferable not to introduce culture into an experiential unit. Cultural knowledge should provide enrichment for the pedagogical scenarios of the C/E syllabus; it should never detract from it.

.... intégration ne signifie pas seulement juxtaposition. La tâche du producteur de matériel consiste à trouver les moyens pour que langue, culture et formation langagière fassent véritablement partie de la démarche globale.

(lettre de Raymond LeBlanc aux représentants provinciaux, 12 septembre 1988)

Given what has just been said, one cannot determine at this time how many of the objectives of the culture syllabus can provide enrichment for the pedagogical scenarios of the C/E syllabus. Authors may discover that a few of the cultural objectives will be ill-suited to any of their scenarios. As a result, they may decide to develop teaching units around cultural objectives. Such units could, nevertheless, be developed experientially and contribute to the goal of non-analytic skill development.

Contributions of the general language education syllabus

The general language education syllabus (GLE) is comprised of three components which need to be examined separately : language learning awareness, cultural awareness and language awareness.

Language learning awareness

In attempting to integrate these two syllabuses, one needs to provide a context where each is given a chance to contribute in its own way and according to its own potentialities to the general goal of language development. The C/E syllabus, for example, gives learners a chance to experience the strategies of good language learners (e.g. using contextual clues, making intelligent guesses); the GLE helps them become aware of these strategies and makes them better able to use them on their own. Together, they combine to make a richer learning environment.

The GLE can play two important roles in making that learning environment richer. First, it can play a role of overseer who, having a comprehensive overview of the learning and communication strategies used by good language learners, can help determine whether or not the learner is being exposed to all of the useful strategies during the learning experience. It is only logical to assume that a language learner will develop those strategies to which he is repeatedly exposed; conversely, the learner cannot acquire things to which he is never exposed. Materials developers need to consider this when planning and evaluating the learning experiences provided.

Secondly, the GLE can help enhance learning. On the one hand, conscious attention to

learning and communication strategies can help a learner get the most out of his communicative experiences; on the other hand, it can help a learner improve his ability to use such strategies in real communication situations. The GLE can therefore provide the basis for introducing refinements in a learner's use of learning and communication strategies.

Given what has just been said, it seems obvious that both syllabuses play complementary roles. The GLE provides a list of strategies to emphasize and the C/E syllabus defines how learners are to be exposed to these strategies. In addition, the GLE provides the basis for enriching the autonomous use of such strategies for learning and communication.

Cultural awareness

The cultural awareness component of the GLE is thematically linked to the culture syllabus and provides a means for expanding its focus. Whereas the latter is concerned exclusively with the development of cultural knowledge on "la francophonie", the former is interested in making generalizations about cultures in general.

In attempting to introduce cultural awareness into communicative experiences, one is limited by the nature of those experiences. As with the culture syllabus, some teaching units may not lend themselves to an exploration of cultural awareness, others may do so only sporadically. Once again, authors of teaching materials need to exercise caution in their efforts to introduce cultural awareness activities so as not to detract from the goals of the pedagogical scenarios.

In cases where this is not deemed possible, it might be preferable to produce distinct teaching units on cultural awareness or to expand on units developed around cultural goals[20] to ensure the attainment of the goals of this GLE component.

Language awareness

The language awareness component of the GLE is thematically linked to the language syllabus and provides a means for expanding its focus. Whereas the latter is concerned exclusively with the conscious learning and practice of discrete elements of the French language, the former is interested in making generalizations about language in general.

In cases where the objectives of the two coincide, the GLE can provide for enrichment of learning. If an experiential teaching unit includes a concern for the conscious learning of some aspect of French, such learning can be greatly enhanced by adding generalizations suggested by the GLE. It would, for example, have been possible in the unit on "Se lancer en affaires avec un jeu" to make generalizations about anteriority, posteriority and simultaneity as they apply to game rules in different languages.

In cases where the objectives do not coincide, it might be preferable to produce distinct teaching units on language awareness. Once again, authors of teaching materials need to exercise caution in their efforts to introduce language awareness activities so as not to detract from the goals of the pedagogical scenarios[21] .

Chapter 10
PROFESSIONAL DEVELOPMENT

This section does not seek to present a complete picture of professional development as it relates to the multidimensional curriculum, nor does it purport to offer a definitive statement of its implications for the C/E syllabus. The goals of this discussion are far more modest: to describe the types of knowledge and skills required for teaching the C/E syllabus and to provide, for each of them, an overview of what teachers already know and need to learn. The discussion also includes descriptions of steps that are presently being taken to satisfy these needs and offers some guidelines for further action.

If teachers are to implement the recommendations of the C/E syllabus, they must have sufficient knowledge of the proposed content to present it to their students, they must be fluent enough in French to create a classroom environment in which that language is the

medium of communication, and they must also be able to handle the proposed learning activities. These three requirements provide a distinct focus for each of the subsections below.

Knowledge of content

The content of the C/E syllabus has previously been described as a list of fields of experience about which learners have developed specific knowledge, attitudes and behaviors. As adults, teachers have probably acquired far more experience in most of these fields than their students. They therefore possess most of the knowledge that is likely to be presented in the materials and have a sense of the attitudes and behaviors that are appropriate for most of the real-life situations that will be examined. What little may be lacking can easily be provided by the materials themselves.

What may be less familiar to teachers is how C/E teaching materials attempt to enrich learner experience through pedagogical scenarios. There is, however, no reason to believe that teachers will have difficulty with this aspect of the content. The piloting of the C/E teaching unit, "Initiation au voyage", in year two of the N.C.F.S. (Harley and d'Anglejan, 1987) and the Quebec experience in this area certainly attest to this. If the scenarios are well-developed, most teachers should have little difficulty working with them.

As far as content is concerned, teachers can therefore rely on past experience and make up for any gaps in their knowledge through direct contact with the teaching materials. No extraordinary measures need to be adopted to facilitate this.

Competency in French

It is generally agreed that French teachers should have native or near-native command of the language, that they should speak French with all of their students (even beginners), and that they should revert to English only as a last resort. This picture of the ideal second language teacher has been around since the early days of the direct approach and it is clearly well-suited to experiential learning.

In this less-than-ideal world, however, it has often been difficult to find gifted French teachers with native-like ability in the language. School boards have been forced to accept candidates whose language abilities were often less than native-like. The vast majority of those who were hired have demonstrated remarkable creativity and become first-rate language teachers.

Despite their past successes, some of these same teachers may feel uneasy at the prospect of teaching experientially. There is every reason to believe that such a reaction may be largely exaggerated: experience with the unit "Initiation au voyage" indicates that most practicing

teachers manage quite well with experiential materials. One should not assume, however, that the less competent among them could satisfy the performance requirements associated with teaching more advanced learners.

How can we determine the performance requirements?

The best way to answer such a question is to examine the tasks that are required of a French teacher. The first important task, of course, is class management. Whatever the teaching approach, the teacher needs to be actively involved in channeling learner efforts in desired directions as well as in orchestrating the activities of the whole class. These tasks require considerable managerial expertise as well as the ability to communicate effectively in the target language.

Class management is not the only part of a teacher's job that requires communicative ability. An effective second language teacher must also be able to use the recommended teaching materials. He must therefore understand the different oral and written texts presented in the materials and be able to complete the proposed learning activities. Although this is not new, the proficiency requirements of teachers need to increase substantially from year to year because learners are confronted with increasingly difficult oral and written texts that they are not expected to fully understand. The teacher, by virtue of his role as resource person, should, nevertheless, grasp the meaning of most, if not all, of these texts.

Thus, to determine whether or not teachers have the performance requirements for teaching at any given level, school boards will need to consider the different dimensions of class management as well as the contents of the recommended teaching materials.

Teaching skills

One area where professional development is most needed is in the area of teaching skills. The C/E syllabus requires skills that are somewhat different from those found in non-communicative teaching settings. To develop these skills, teachers need to learn more about acquisition and about how their own classroom behaviors and attitudes can contribute to it. They need to learn about authentic communication and about how it can be fostered in their own classrooms. They need to develop skills in using the different strategies and activities proposed by the C/E syllabus. Finally, they also need to know how to deal with learner resistance to change. If classroom behaviors are to change, practicing teachers will need considerable guidance.

In the past, this guidance has taken a variety of forms. Universities have developed new courses and programs to meet their needs; ministries have developed networks of "experts"

to offer non-credited training sessions; school boards have financed the development of in-service training packages and have organized workshops.

Although well-intentioned, these initiatives have often failed to induce the desired changes in the classroom. They have been successful in cases where the training has gone beyond the mere transmission of information. No matter how convincing the outside "expert", no matter how interesting the workshop or the training package, no matter how enthusiastic and well-informed the teacher, change is a painfully slow process.

One of the most difficult obstacles to overcome is the reality of the classroom. Teachers have, over the years, developed strategies that have served them well in their interactions with learners; introducing an innovation means changing some of these deeply ingrained habits and their underlying attitudes. Learners too can create problems: they have developed their own vision of what a language is and how it should be taught; they have also developed a clear sense of what is expected of them during the learning process. Attempting to introduce change in such a context can severely test the very fabric of a teacher's relationship with his learners.

There are several different ways of dealing with this problem. We would like to explore one of them here. The focus of the action would be the use by the practicing teacher - on his own or with the help of a resource person - of some self-directed professional development modules. The proposed modules would have the following characteristics:

- they would involve teachers in their own professional development (to ensure ownership),
- they would allow teachers to take the initiative in pedagogic planning and action (teachers would, however, need to feel free to experiment in their own classes, to explore a variety of teaching strategies)
- they would provide for individual differences and needs (different teachers are at different stages in their development and will take more or less time to go from one stage to another),
- they would guide teachers in the processes of critical enquiry (critical appraisal of ideas),
- they would guide teachers in the processes of informed practice (informed application in their own classrooms),
- they would be structured in such a way as to reflect the nature of experiential learning,
- they would offer teachers a series of graded tasks to be done in and out of their classrooms,
- they would allow teachers to learn from their own errors.

This is very much in keeping with the point of view expressed by Candlin and Widdowson to the effect that

> if language teaching is to be a genuine professional enterprise, it requires continual experimentation and evaluation on the part of practitioners whereby in seeking to be more effective in their pedagogy, they provide at the same time - as a corollary - for their own continuing education.
>
> (Candlin & Widdowson, p. X)

The proposal also reflects one of the most important recommendations (#14) of the "Comité de l'étude sectorielle en éducation au Québec" regarding the training of teachers:

> QUE les étudiants des programmes de formation en enseignement soient initiés à certaines méthodes de recherche, plus particulièrement à la recherche applicable à des situations de classe.
>
> (Conseil des universités, p. 167)

Of course, such tools will be of limited use if they are not integrated into a larger framework of professional development at a ministry or school board level. Also, since this is a relatively new way of looking at professional development, those who will be responsible for it will require some guidance.

In the next two sections, we will attempt to provide a more detailed description of these proposed materials and of the related support system.

In-service materials

Tremblay (1989-1990) has produced and directed a number of Core French Professional Development Modules to illustrate one way through which the in-servicing of French teachers might be effected. One of these modules deals with the development of oral comprehension, the other focuses on non-interactive oral production. These modules are part of a series of nine all focusing on different dimensions of experiential learning.[22]

Each module is divided into four separate sections: a) About this module, b) Some aspects of real-world communication, c) Exploring some learning activities, d) Planning for change. Each section contains a variable number of lessons each reflecting a different objective and presenting a variety of short activities to do and texts to read. The module on oral comprehension is developed in the following manner:

Section A - About this module

Place of this module in the series

Focus of the module

My current teaching practices (helps the teacher describe as completely as possible his current practices)

Exploring the module (helps the teacher understand the experiential nature of the module)

Section B - Some aspects of real-world communication

Lesson 1 - Discovering the importance of context (illustrates how context contributes to meaning)

Lesson 2 - Identifying comprehension strategies (helps the teacher identify the different strategies used by native speakers to identify the context)

Lesson 3 - Formulating learning objectives (helps the teacher relate what was seen earlier to the formulation of objectives for classroom learning)

Section C - Exploring some learning activities

Lesson 4 - Selecting oral texts for practice (helps the teacher select appropriate texts for listening practice)

Lesson 5 - Teaching procedures: pre-listening and listening (helps the teacher develop useful teaching practices)

Lesson 6 - Teaching procedures: post-listening (helps the teacher develop useful teaching practices)

Section D - Planning for change

Lesson 7 - Experiencing the activities (gives the teachersome guided practice in using the techniques described)

Necessary support system

It is clear that very few teachers will be able to use such professional development plans on their own. To make them more useful to ministries and school boards, the series of modules is accompanied by a group leader guide for use by consultants, coordinators, and university professors. The guide describes how the materials can be handled with groups of teachers.

FOOTNOTES

[1]Le syllabus communicatif/expérientiel présente une liste assez exhaustive de ces domaines (l'habillement, l'exercice physique, l'alimentation, le magasinage, les activités sociales, etc...) et des champs d'interaction qu'on y associe (l'alimentation peut être examinée sous différentes facettes, c'est-à-dire les habitudes alimentaires, l'achat des aliments, la fréquentation des restaurants, etc...)

[2]Allen (1983), a colleague of Stern's at OISE, was the first to adopt the term experiential syllabus to describe the non-analytic component.

[3] This is not a requirement for experiential learning, as defined by Rogers. He would, for example, accept that learners develop math skills by playing with logic blocks in non-interactive settings.

[4] Under this heading, one could also include writings on interaction like those of Wells (1981) and his collaborators. Unfortunately, these writings deal with first language acquisition and have little to contribute to the development of a communicative/experiential syllabus geared to second language acquisition.

[5] This chart presents the fields and subfields recommended for each level. Program developers and textbook writers will need to determine which items most clearly reflect their needs. They should, nevertheless, consider including a variety of fields and subfields so as to cover a broad range of learner experiences.

[6] Once again, these are suggestions. Program and material developers are encouraged to select those that they consider most promising.

[7] Once again, one can choose from among the items listed.

[8] The word 'text' is familiar as applied to the written language. We shall apply it to spoken texts as well, when text means 'verbal record of communication'.

[9] The production of non-interactive discourse relates to the process of production; the production of interactive discourse relates to the process of negotiation.

[10] Even language practice, which is part of the language syllabus, can be presented in authentic contexts.

[11] It is clear that the proposals made here presuppose that the French teacher has his own classroom. In reality, many French teachers in Canada are forced to travel from room to room lugging piles of books and audio-visual materials; they do not have their own classrooms. It is time that French teachers began insisting on having their own classrooms.

[12] For a listing of the various categories of interaction activities, consult Tremblay (1987).

[13]Although learner input could occur at any stage in the process, it would be unrealistic to promote the development of projects that are so open as to let learners have a say at each step in the process. This would be much too time-consuming. It would be preferable, within the context of a school year, to provide advanced learners with projects that offer a variety of input opportunities. Each project would therefore contribute in its own way to helping the learner develop skills enabling him/her to explore them all. One might also envisage a program where the final project might be fully open to learner input.

[14] Adapted from Tremblay (1989a).

[15] The ideas presented in this section and in the previous one were taken from R. Tremblay, M. Massey and S. Nutbrown Massey *Connecting*. Montreal: Centre Educatif et Culturel, 1985-1986. *Connecting* is a method for teaching English as a second language; it is geared to 12-14 year old students. The student exchange idea came from the module "Meeting People", the fan club idea from the module "Search for the Stars", the consumerism idea from the module "Penny Wise", the part-time job idea from the module "After School".

[16] The ideas presented in this subsection and the following one appeared in Audet, M. and R. Tremblay (1987-1988) *Special Edition*. Montreal: Centre Educatif et Culturel. *Special Edition* is a method for teaching English as a Second Language; it is geared to 15-17 year old students.

[17] Those who promote the use of the non-analytic component as the basis for language study are often accused of naiveté. Although these critics recognize the value of non-analytic exposure to language in the real world, they claim that it is inappropriate to Core French. There is simply too little time for it to be effective. There is some truth to that assertion. That is why the authors of the C/E syllabus have developed a teaching strategy which enables learners to generalize what they have learned to other situations. By doing so, it is possible to maximize the impact of each communicative experience. The other syllabuses also help make this possible.

[18] The C/E syllabus provides the thematic content, determines the sequence of activities, and defines the underlying pedagogical strategy.

[19] For a complete discussion of these issues, the reader should consult the language syllabus.

[20] It may not be possible to justify the introduction of all dimensions of cultural awareness into Core French programs. In some cases, one may wish to recommend the inclusion of certain parts of it in other subject areas (e.g. social studies).

[21] It may not be possible to justify the introduction of all dimensions of language awareness into Core French programs. In some cases, one may wish to recommend the inclusion of certain parts of it in other subject areas (e.g. language arts).

[22] The themes of the nine modules are: teacher/student interaction, listening comprehension, reading comprehension, non-interactive oral production, oral interaction, written production, skill integration, personalizing teaching materials and evaluation.

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Inspired by the work of H.H. (David) Stern, its first director, the National Core French Study had as its main objective the enrichment of Core French programs through curricular renewal. The study enabled specialists from across the country to pool their knowledge and experience and to work toward the development and implementation of a multidimensional curriculum. The Final Report, to which this document contributes, describes how French could be taught within enriched programs emphasizing the integration of language, communicative/experiential, cultural, and general language education activities; it also deals with matters of evaluation, teacher training and professional development.

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